Department of foreign languages and English language section

PRFU unit of developing metacognitive skills in a web-based learning environment organize a study day on:

Call for paper

Online learning and metacognitive skills: challenges and perspectives

March 3rd , 2020

Due to the rapid advances of technology, upgrading and refining skills and training humans are urgent. Educational Institutions that provide advanced education and training should stay current with the progress of technology in all fields. This forward momentum requires readdressing the learners and their needs within the context of emerging technologies and their applications within the educational sphere.

Not far from developing learners web-based skills, the learners need to recognise and promote their metacognitive skills and strategies to cope with the rapid advances of technology which can by itself be a motivator to develop their thinking along their learning process. In its broadest definition, metacognition refers to self-awareness and how students perceive themselves and their own learning (Cross & Steadman, 1996; Osman & Hannafin, 1992). Flavell (1979) identified three types of metacognition: (a) the individual's knowledge of self, (b) knowledge of the learning task, and (c) knowledge of the strategies available to complete the task. Brown (1987) also claimed that metacognitive strategies as those strategies used by learners involving self-monitoring, goal setting and planning to engage in the learning process.

In other words, Metacognition refers to the self-awareness of individuals about their knowledge and self-understanding, self-control and self-manipulation of the process of their own cognition (Osman & Hannafin, 1992). Students with high metacognitive abilities not only are clearly aware of their learning objectives, but also know effective approaches to construct knowledge; therefore, such students can monitor their own learning and utilize various learning strategies. As a result, learning achievement motivation can get enhanced (Pressley & Wolshyn, 1995).

In the Algerian Universities, although there were studies that presented the applications of metacognitive skill training, the research on web-based metacognitive skills training are few. Through this study day, we seek to examine the effects of the web-based environment on students' English language learning and their metacognitive skills at the university level. Challenges and perspectives are the main tracks in this study day in terms of designing a web-based environment and promoting EFL learners at the Algerian University.

References

Brown, A. (1987). Metacognition, executive control, self-regulation, and other more mysterious mechanisms. In F. E. Weinert & R. H. Kluwe, (Eds.) Metacognition, motivation, and understanding (pp. 65-116). Hillsdale, NJ: Lawrence Erlbaum.

Cross, K.P., and Steadman, M.H. (1996). Classroom research: Implementing the scholarship of teaching. San Francisco: Jossey-Bass.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist, 34*(10), 906-911. http://dx.doi.org/10.1037/0003-06.34.10.906

Osman, M. E., & Hannafin, M. J. (1992). Metacognition research and theory: Analysis and implications for instructional design. Educational Technology Research and Development, 40(2), 83-99.

Pressley, M., & Woloshyn, V. (1995). Cognitive strategy instruction that really improves children's academic performance. Cambridge, MA: Brookline Books.

Main inquiries for the Study Day:

- How do teachers of English language perceive the integration of technology into their traditional classrooms?
- What are the different challenges that they face to cope with the rapid technology advances and its integration in EFL classrooms?
- How can a teacher of English develop their students' metacognitive skills using Internet?

Objectives of the study day

- To help teachers facilitate students' learning and to ensure learners are really involved in higher levels of cognitive activities.
- To develop self-regulated students in a web-based environment.

The main tracks included but not limited

- Self-regulation skill and online learning
- Online Learning Environment
- Autonomous Learning
- Knowledge sharing
- Social media and self-regulation
- Metacognition and learning performance

Honorary presidents:

-Pr. Boutarfaia Ahmed – Rector of Mohamed Khidher University of Biskra

- Dr. Ketiri Ibrahim – Dean of Letters and languages Faculty

- Pr. Abdelwahab DAKHIA- President of the Scientific Council of the Faculty of Letters and Languages, Biskra

President of the study day:
Dr. Saihi Kihal Hanane

Organising commitee:

- Dr. Saihi Kihal Hanane
- Dr. Kerboua Salim
- Mr. Bouhitem Tayeb
- Dr. Bashar Ahmad
- Mrs. Ben Dahmane Messouda
- Dr. Triki Manel
- Mrs. Djouamaa Houda
- Mrs. Benzida Yasmina
- Dr. Rabehi S.
- Dr. Chelli S.

President of the Scientific Committee
Dr. Salim KERBOUA

Scientific Committee

Dr. Bashar Ahmed
Mr. Bechar Maamar
Dr. Chelli Saliha
Dr. Hoadjli Ahmed Chaouki
Dr. Turqui Barkat
Dr.Temagoult Slimane
Dr. Segueni Lamri
Dr. Slimani Said
Dr. Rezig Nadia
Dr. Rabehi Salima
Dr. Laala Youcef
Dr. Salhi Ahlem
Dr. Benidir Samira
Dr. Mehiri Ramdhane
Dr. Meddour Moustafa

Important dates:

Abstract submission: **30 December 2019**
Notification of acceptance: **30 January 2020**

Submissions must be sent to:

saihi.hanane16@gmail.com

Conference date: March 3rd, 2020

Study day languages: English

Accommodation is not provided