# Article information:

Self‐regulation and metacognition in young children: Does it matter if adults are present or not? - Robson - 2016 - British Educational Research Journal - Wiley Online Library
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# Article summary:

1. Self-regulation and metacognition in young children are important for their academic success.

2. The presence or absence of adults during children's activities can influence their display of self-regulation and metacognition.

3. Self-regulation involves strategically planning, monitoring, and regulating cognition, behavior, and motivation, while metacognition refers to one's knowledge and monitoring of their own cognitive processes.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Self‐regulation and metacognition in young children: Does it matter if adults are present or not?" explores the influence of adult presence or absence on young children's self-regulation and metacognition. While the topic is of interest to research, practice, and policy communities, there are several potential biases and limitations in the article.

Firstly, the article cites Tickell's review of the Early Years Foundation Stage in England as emphasizing the importance of self-regulation in early childhood for later academic success. However, this citation does not provide any evidence or support for this claim. It is important to critically evaluate such claims and consider alternative perspectives.

Secondly, the article mentions that previous studies have focused on general cognitive development and problem-solving when examining the influence of adult presence or absence. The author acknowledges that there has been less focus on self-regulation and metacognition specifically. This limitation should be taken into account when interpreting the findings of this study.

Additionally, the article references various sources that discuss factors influencing self-regulation and metacognition in young children, such as activities available, task initiation, and environmental organization. However, these factors are only briefly mentioned without providing a comprehensive analysis or discussion. This lack of depth limits the understanding of how these factors may interact with adult presence or absence.

Furthermore, while the article provides definitions of self-regulation and metacognition from various researchers, it does not critically evaluate these definitions or consider alternative perspectives. This omission limits a comprehensive understanding of these constructs and their implications for young children's development.

Moreover, the article does not present any counterarguments or alternative explanations for its findings. It is important to consider different perspectives to avoid one-sided reporting and promote a more balanced understanding of the topic.

Additionally, there is no mention of potential risks or limitations associated with adult presence or absence in young children's activities. It would be valuable to explore any potential negative effects or unintended consequences that may arise from these pedagogical decisions.

Overall, the article lacks depth in its analysis of the influence of adult presence or absence on young children's self-regulation and metacognition. It would benefit from a more critical evaluation of existing research, consideration of alternative perspectives, and a comprehensive exploration of factors influencing self-regulation and metacognition in young children.

# Topics for further research:

* Factors influencing self-regulation and metacognition in young children
* Critiques of Tickell's review of the Early Years Foundation Stage in England
* Alternative perspectives on the importance of self-regulation in early childhood for later academic success
* The role of adult presence or absence in young children's cognitive development and problem-solving
* Potential negative effects or unintended consequences of adult presence or absence in young children's activities
* Alternative definitions and perspectives on self-regulation and metacognition in early childhood development.

# Report location:

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