

**COMPLICATED PROBLEMS HAVE SIMPLE SOLUTIONS -
NONCOGNITIVE LEARNING STRATEGIES FOR INCREASING
ACADEMIC ENGAGEMENT**

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Abstract

Many students struggle with properly organizing their academic activities. Noncognitive skills are now starting to be recognized as valid predictors for school engagement. In order to clarify how these students could be supported, the article deals with possible benefits of implementation intentions in an academic, based on collected data from specific articles on this topic. A cognitive perspective on the topic allows for developing effective interventional measures which could help students improve their academic success. This article supports the recommendation to develop curricula or intervention programs that includes teaching goal setting strategies, as well as other noncognitive skills and metacognitive strategies, with the aim of improving academic performance.

Keywords: implementation intentions; mental contrasting; behavior; academic engagement

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