

COGNITIVE AND METACOGNITIVE LANDMARKS IN ACADEMIC LEARNING. A COMPARATIVE STUDY

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Abstract

Based on the findings of some research which examined the contextual influence on academic learning, our study aims to analyze the educational context of two undergraduate programs of study as possible explanatory factors of the quality of learning. 137 students attending study programs in medicine and psychology were surveyed. The results offered a reading grid on the dominant learning pattern. We also examined the context elements which could create a difference in the preference for some learning patterns over others, and we established the extent to which the selected patterns are adaptive or not in the process of preparation for practicing learning competences throughout the entire life.

Keywords: cognitive and metacognitive approaches to academic learning; education quality; competences

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