



Affect and Metacognition: Why their Interactions are Important for SRL

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Self-regulated learning (SRL) involves motivation, affect and metacognition as three fundamental components that direct, monitor and control behavior. Although most of the research on each of these components focuses on each component's effects independently from the effects of the others, there is a growing number of studies showing that motivation (achievement goals, expectancy X value beliefs, attributions), affect (emotions, mood, attitudes, self-concept, etc.) and metacognition may interact in an SRL context. This presentation aims at bringing to the fore evidence suggesting that there are interrelations between affect and metacognition at a macro-level (i.e., person characteristics) but mainly at a micro-level (i.e., task processing level). At the micro-level SRL is influenced by objective and subjective task demands as well as by awareness of affective and metacognitive experiences in response to task processing characteristics. For example, fluency or disfluency of cognitive processing has implications both for affect and metacognitive experiences. Control of cognitive processing may rely on metacognitive experiences or metacognitive knowledge but also on affect and, specifically, the valence of the experienced affect, be it positive or negative. On the other hand, epistemic emotions such as surprise or curiosity (in the sense of intention for exploration) are related to metacognitive experiences indicating processing fluency or disfluency. This kind of evidence has important implications for SRL theory but also for educational practice, because interventions may have far reaching effects beyond those aimed at.