Abstract

Metacognition in the form of metacognitive knowledge (MK) -in this case, beliefs about learning- provides a database from which the learner can select strategies for the regulation of learning. However, strategic regulation presupposes that the learner is aware that learning is not progressing well, or fluently, or has failed. This awareness takes the form of metacognitive experiences (ME), that is, feelings, estimates, or judgments related to the features of the learning task, of the cognitive processing as it takes place, or of its outcome. The critical feature of ME is their affective character which gives them access both to the cognitive and the affective regulatory loop of behavior. Being part of the affective loop, ME are related to motivation and self-processes; being part of the cognitive loop, they are connected to MK and to metacognitive skills, the latter being declarative and procedural knowledge. Thus, ME offer awareness that links the present with the past learning experiences and facilitates or inhibits self-regulation of learning in the present as well as in the future.