

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.
- Ajzen, I. (2002). Perceived Behavioral Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behavior. *Journal of Applied Social Psychology*, 32, 665-683.
- Amador, J. A., Miles, L., & Peters, C. B. (2006). *The practice of problem-based learning: A guide to implementing PBL in the college classroom*. Bolton, Mass: Anker Publishing.
- Alwin, D. F., & Jackson, D. J. (1982). Adult values for children: An application of factor analysis to ranked preference data. In K. F. Schuessler (Ed.), *Sociological Methodology 1980*. San Frans W. Jossey-Bass.
- Amiot, C. E., & Aubin, R. M. (2013). Why and how are you attached to your Social Group? Investigating different forms of social identification. *British Journal Of Social Psychology*, 52(3), 563-586. doi:10.1111/bjso.12004
- Appiah, O., Knobloch-Westerwick, S., & Alter, S. (2013). Ingroup favoritism and outgroup derogation: Effects of news valence, character race, and recipient race on selective news reading. *Journal Of Communication*, 63(3), 517-534. doi:10.1111/jcom.12032
- Asch, S. E. (1951). Effects of group pressure upon the modification and distortion of judgments. In H. Guetzkow (Ed.), *Groups, leadership and men*. Pittsburg, PA: Carnegie Press.
- Asch, S. E. (1956). Studies of independence and conformity: I. A minority of one against a unanimous majority. *Psychological monographs: General and applied*, 70(9), 1-70.
- Aune, K.S., & Aune, R. K. (1996). Cultural differences in the self-reported experience and expression of emotions in relationships. *Journal of Cross-Cultural Psychology*, 27, 67–81.
- Aydin, S. (2016). An Analysis of the Relationship between High School Students' Self-Efficacy, Metacognitive Strategy Use and Their Academic Motivation for Learn Biology. *Journal Of Education And Training Studies*, 4(2), 53-59.

- Baker, L. (2008). Metacognitive development in reading: Contributors and consequences. In K. Mokhtari & R. Sheorey (Eds.), *Reading strategies of first and second language learners: See how they read*. Norwood, MA: Christopher Gordon.
- Banaji, M. R., & Greenwald, A. G. (1995). Implicit gender stereotyping in judgments of fame. *Journal Of Personality And Social Psychology*, 68(2), 181-198. doi:10.1037/0022-3514.68.2.181
- Bandura, A. (2001). SOCIAL COGNITIVE THEORY: An Agentic Perspective. *Annual Review Of Psychology*, 52(1), 1
- Bandura, A. (2001). The changing face of psychology at the dawning of a globalization era. *Canadian Psychology*, 42, 12-24.
- Bandura, A. (2006). Toward a Psychology of Human Agency. *Perspectives on Psychological Science*, (2). 164.
- Bandura, A. (2008). Environmental harm. *Psychology Review*, 14(2), 1-5.
- Bandura, A. (1991). Self-regulation of motivation through anticipatory and self-reactive mechanisms. In Dienstbier, Richard A. (Eds), *Perspectives on motivation: Nebraska Symposium on Motivation, 1990 (Vol. 38, pp. 69-164)*. Lincoln, NE, USA: University of Nebraska Press
- Banich, M. T. (2009). Executive Function: The Search for an Integrated Account. *Current Directions in Psychological Science*, (2). 89. doi:10.1111/j.1467-8721.2009.01615.
- Barrows, H. S. (1992). *The Tutorial Process. (2nd ed., pp. 1-5)*. Springfield, IL: Southern Illinois School of Medicine.
- Barrows, H. S., & Wee, K. N. L. (2007). *Principles & Practice of aPBL*. Singapore: Pearson Prentice Hall.
- Baumeister, R. F., & Vohs, K. D. (2007). Self-regulation, ego depletion, and motivation. *Social and Personality Psychology Compass 1: 115–128*. doi:10.1111/j.1751-9004.2007.00001.x
- Beer, J. S. (2014). Exaggerated Positivity in Self-Evaluation: A Social Neuroscience Approach to Reconciling the Role of Self-esteem Protection and Cognitive Bias. *Social & Personality Psychology Compass*, 8(10), 583-594. doi:10.1111/spc3.12133

- Begg, I., Armour, V., & Kerr, T. (1985). On believing what we remember. *Canadian Journal Of Behavioural Science/Revue Canadienne Des Sciences Du Comportement*, 17(3), 199-214. doi:10.1037/h0080140
- Beran, M. J. (2013). *Foundations of metacognition*. [electronic book]. Oxford: Oxford University Press. doi:10.1093/acprof:oso/9780199646739.001.0001
- Beran, M. J., Brandl, J. L., Perner, J., & Proust J. (2013). On the nature, evolution, development and epistemology of metacognition: introductory thoughts. In M.J. Beran (Ed.). *Foundations of metacognition*. [electronic book]. Oxford : Oxford University Press, 2013
- Betts, K. R., & Hinsz, V. B. (2013). Group Marginalization: Extending Research on Interpersonal Rejection to Small Groups. *Personality & Social Psychology Review (Sage Publications Inc.)*, 17(4), 355-370. doi:10.1177/1088868313497999
- Bhawuk, D. P., & Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International Journal of Intercultural Relations*, 16, 413–436.
- Bicchieri, C. (2006). *The Grammar of Society: The Nature and Dynamics of Social Norms*. New York: Cambridge University Press.
- Bicchieri, C., Jeffrey R., & Skyrms, B. (2009). *The dynamics of norms*. Cambridge: Cambridge University Press.
- Bless, H., & Forgas, J. P. (2000). *The Message Within. The Role of Subjective Experience in Social Cognition and Behavior*. Philadelphia, PA: Psychology Press
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review*, 54, 199–231.
- Boekaerts, M., & Niemivirta, M. (2000). Self-regulated learning: Finding abalance between learning goals and ego-protective goals. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 417–450). San Diego, CA: Academic.
- Boroş, S., Meslec, N., Curşeu, P. L., & Em5, W. (2010). Struggles for cooperation: conflict resolution strategies in multicultural groups. *Journal Of Managerial Psychology*, 25(5), 539-554. doi:10.1108/02683941011048418

- Bowell, T., & Kemp, G. (2010). *Critical thinking: a concise guide*. London: Routledge, 2010.
- Briñol, P., & DeMarree, K. G. (2012). *Social metacognition*. New York, NY: Psychology Press.
- British Psychology Society. (2009). Code of Ethics and Conduct. Retrieved 7 April 2015 from: http://www.bps.org.uk/system/files/Public%20files/bps_code_of_ethics_2009.pdf
- British Psychology Society. (2013). Ethics Guidelines for Internet-mediated Research. Retrieved 7 April 2015 from: <http://www.bps.org.uk/system/files/Public%20files/inf206-guidelines-for-internet-mediated-research.pdf>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Brown, A. L. (1987). Metacognition, executive control, self-regulation, and other more mysterious mechanisms. In F. E. Weinert, & R. H. Kluwe (Eds.), *Metacognition, motivation, and understanding* (pp. 65–116). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.
- Brycz, H., Różycka-Tran, J., Szczepanik, J. (2015), Cross-cultural differences in metacognitive self, *Economics and Sociology*, Vol. 8, No 1, pp. 157-164. doi: 10.14254/2071-789X.2015/8-1/12
- Brycz H., & Karasiewicz K. (2011), Metacognition and self-regulation: the Metacognitive Self Scale. *Acta Neuropsychologica*, vol.9, nr. 3, pp. 263-498.
- Bücker, J., Lin, Y., & Furrer, O. (2015). Measuring cultural intelligence (CQ): A new test of the CQ scale. *International Journal Of Cross Cultural Management*, 15(3), 259-284. doi:10.1177/1470595815606741
- Caprara, G. V., Fida, R., Vecchione, M., Del Bove, G., Vecchio, G. M., Barbaranelli, C., & Bandura, A. (2008). Longitudinal analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement. *Journal of Educational Psychology*, 100, 525–534.
- Carnap, R., & Smeaton, A. (1937). *The logical syntax of language*. London: K. Paul, Trench, Trubner & Co.

- Carruthers, G. (2012). A metacognitive model of the sense of agency over thoughts. *Cognitive Neuropsychiatry*, 17(4), 291-314. doi:10.1080/13546805.2011.627275
- Chalmers, D. J. (2002). *Philosophy of mind: Classical and contemporary readings*. New York: Oxford University Press.
- Chambon, V., Filevich, E., & Haggard, P. (2014). *What is the human sense of agency, and is it metacognitive*. Springer-Verlag Berlin Heidelberg. doi :10.1007/978-3-642-45190-4_14
- Chan, R. C., Shum, D., Touloupoulou, T., & Chen, E. Y. (2008). Assessment of executive functions: Review of instruments and identification of critical issues. *Archives Of Clinical Neuropsychology*, 23201-216. doi:10.1016/j.acn.2007.08.010
- Chirkov, V. I., Ryan, R. M., Kim, Y., & Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A self-determination theory perspective on internalization of cultural orientations and well-being. *Journal of Personality and Social Psychology*, 84, 97-110.
- Chua, R. Y., Morris, M. W., & Mor, S. (2012). Collaborating across cultures: Cultural metacognition and affect-based trust in creative collaboration. *Organizational Behavior And Human Decision Processes*, 118116-131. doi:10.1016/j.obhdp.2012.03.009
- Cialdini, R., & Trost, M. (2011). Social Influence: Social Norms, Conformity and Compliance. In S.T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.). *Handbook of social psychology*. Hoboken, N.J: Wiley.
- Comstock, P. W. (2015). The Politics of Mindfulness. A Response to "Mindfulness, Democracy, Education". *Democracy & Education*, 23(2), 1-4
- Cooney, M. (1998). *Warriors and peacemakers: How third parties shape violence*. New York: New York University Press.
- Couper, M. P. (2000), Web surveys: A review of issues and approaches. *Public Opinion Quarterly* 64, pp. 464-494.
- Cousins, S. D. (1989). Culture and self-perception in Japan and the United States. *Journal of Personality and Social Psychology*, 56, 124-131.
- Coutinho, S. A., & Neuman, G. (2008). A Model of Metacognition, Achievement Goal Orientation, Learning Style and Self-Efficacy. *Learning Environments Research*, 11(2), 131-151.

- Cornoldi, C., Carretti, B., Drusi, S., & Tencati, C. (2015). Improving Problem Solving in Primary School Students: The Effect of a Training Programme Focusing on Metacognition and Working Memory. *British Journal Of Educational Psychology*, 85(3), 424-439.
- Cross, D. R., & Paris, S. G. (1988). Developmental and instructional analyses of children's metacognition and reading comprehension. *Journal of Educational Psychology*, 80(2), 131–142.
- Curseu, P. L., Janssen, S. A., & Raab, J. (2012). Connecting the Dots: Social Network Structure, Conflict, and Group Cognitive Complexity. *Higher Education: The International Journal Of Higher Education And Educational Planning*, 63(5), 621-629.
- Dardenne, B., Lories, G., & Yzerbyt, V. (1998). Metacognition. [electronic book] : cognitive and social dimensions. *London: Sage Publications, 1998*.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18, 105–115.
- Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125, 627-668.
- Deci, E. L., & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.
- Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: an introduction. *Journal Of Happiness Studies*, 9(1), 1-11. doi:10.1007/s10902-006-9018-1
- Deci, E. L., & Ryan, R. M. (2012). Motivation, personality, and development within embedded social contexts: An overview of self-determination theory. In R. M. Ryan (Ed.), *Oxford handbook of human motivation* (pp. 85-107). Oxford, UK: Oxford University Press. doi: 10.1093/oxfordhb/9780195399820.001.0001
- De Juan, A. (2015). The role of intra-religious conflicts in intrastate wars. *Terrorism And Political Violence*, 27(4), 762-780. doi:10.1080/09546553.2013.856781
- Desoete, A., & Veenman, M. (Eds.) (2006). *Metacognition in mathematics education*. Hauppauge, NY: Nova Science.

- Diener, E., Lucas, R. E., & Scollon, C. N. (2009). Beyond the Hedonic Treadmill: Revising the Adaptation Theory of Well-Being. In E. Diener (Ed.), *The Science of Well-Being: The Collected Works of Ed Diener* (pp. 103-118). Social Indicators Research Series, vol. 37. Dordrecht and New York: Springer.
- Diener, E., Lucas, R., Schimmack, U., & Helliwell, J. (2009). Well-being for public policy. *New York: Oxford University Press.*
- Dimaggio, G., & Lysaker, P. H. (2015). Metacognition and mentalizing in the psychotherapy of patients with psychosis and personality disorders. *Journal Of Clinical Psychology*, 71(2), 117-124. doi:10.1002/jclp.22147
- Downing, K., Kwong, T., Chan, S., Lam, T., & Downing, W. (2009). Problem-Based Learning and the Development of Metacognition. *Higher Education*, (5). 609.
- Duch, B. J., Groh, S. E., & Allen, D. E. (2001). *The power of problem-based learning: A practical "how to" for teaching undergraduate courses in any discipline*. Sterling, Va: Stylus Pub.
- Dunlosky, J., & Metcalfe, J. (2009). Metacognition. *Los Angeles: SAGE.*
- Durfee, E.H. (2001). Distributed Problem Solving and Planning. Multi-Agent Systems and Applications. *Lecture Notes in Computer Science Volume 2086, 2001, pp 118-149. Springer.*
- Dweck, C. S. (1998). The development of early self-conceptions: The irrelevance for motivational processes. In J. Heckhausen & C. S. Dweck (Eds.), *Motivation of self-regulation across the life span* (pp. 257–280).Cambridge, UK: Cambridge University Press
- Dweck, C. S. (2013). Self-theories. [electronic book] : Their Role in Motivation, Personality, and Development. *Hoboken : Taylor and Francis*
- Dwyer, C. P., Hogan, M. J., & Stewart, I. (2014). An integrated critical thinking framework for the 21st century. *Thinking Skills And Creativity*, 1243-52. doi:10.1016/j.tsc.2013.12.004
- Earley, P.C. and Mosakowski, E. (2000). Creating hybrid team cultures: an empirical test of trans national team functioning. *Academy of Management Journal*, Vol. 43 No. 1, pp. 26-49.

- Ee, J., Wang, C., Koh, C., Tan, O., & Liu, W. (2009). Goal Orientations and Metacognitive Skills of Normal Technical and Normal Academic Students on Project Work. *Asia Pacific Education Review, 10*(3), 337-344.
- Efklides, A. (2001). Metacognitive experiences in problem solving: Metacognition, motivation, and self-regulation. In A. Efklides, J. Kuhl, & R. M. Sorrentino (Eds.), *Trends and prospects in motivation research* (pp. 297–323). Dordrecht, The Netherlands: Kluwer
- Efklides, A. (2006). Metacognition and affect: What can metacognitive experiences tell us about the learning process? *Educational Research Review, 13*-14.
doi:10.1016/j.edurev.2005.11.001
- Efklides, A. (2009). The role of metacognitive experiences in the learning process. *Psicothema, 21*(1), 76-82.
- Efklides, A. (2011). Interactions of Metacognition With Motivation and Affect in Self-Regulated Learning: The MASRL Model. *Educational Psychologist, 46*(1), 6-25.
doi:10.1080/00461520.2011.538645
- Efklides, A. (2014). How Does Metacognition Contribute to the Regulation of Learning? An Integrative Approach. *PsihologijskeTeme/ Psychological Topics, 23*(1), 1-30.
- Eichbaum, Q. G. (2014). Thinking about Thinking and Emotion: The Metacognitive Approach to the Medical Humanities that Integrates the Humanities with the Basic and Clinical Sciences. *The Permanente Journal, 18*(4), 64–75. <http://doi.org/10.7812/TPP/14-027>
- Ellis, A., & MacLaren, C. (2005). *Rational emotive behavior therapy: A therapist's guide*. San Luis Obispo, California: Impact Publishers.
- Embree, J.F. (1950). THAILAND-A LOOSELY STRUCTURED SOCIAL SYSTEM.
American Anthropologist Volume 52, Issue 2
- Evans, J. & Stanovich, K. (2013). Dual-Process Theories of Higher Cognition: Advancing the Debate. *Perspectives On Psychological Science, 8*(3), 223-241.
doi:10.1177/1745691612460685
- Evers, H. D., & Embree, J. F. (1969). Loosely structured social systems. Thailand in comparative perspective. (Ed.) Hans-Dieter Evers. New Haven: Yale University South East Asia Studies.

- Favieri, A. G. (2013). General Metacognitive Strategies Inventory (GMSI) and the Metacognitive Integrals Strategies Inventory (MISI). *Electronic Journal Of Research In Educational Psychology*, 11(3), 831-850. doi:10.14204/ejrep.31.13067
- Fazio, R. H., & Olson, M. A. (2007). Attitudes: Foundations, functions and consequences. In M. A. Hogg & J. Cooper (Eds.), *The Sage Handbook of Social Psychology* (pp. 139–160). London, England: Sage.
- Feltham, C., & Horton, I. (2006). *The Sage handbook of counselling and psychotherapy*. London: Sage.
- Felton, M. K., & Kuhn, D. (2007). 'How Do I Know?' The Epistemological Roots of Critical Thinking. *The Journal of Museum Education*, (2). 101.
- Ferrari, M. (1996). Observing the observer: Self-regulation in the observational learning of motor skills. *Developmental Review*, 16(2), 203-240. doi:10.1006/drev.1996.0008
- Fiske, A. P. (2002). Using individualism and collectivism to compare cultures—A critique of the validity and measurement of the constructs: Comment on Oyserman et al. (2002). *Psychological Bulletin*, 128,78–88.
- Flavell, J. H. (1963). *The developmental psychology of Jean Piaget*. New York: D.Van Nostrand.
- Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp. 231–235). Hillsdale, NJ: Erlbaum.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, 34(10), 906-911. doi:10.1037/0003-066X.34.10.906
- Flavell, J.H. (1981). Cognitive monitoring. In W. P. Dickson (Ed.), *Children's oral communication skills* (pp.35 - 60). New York: Academic Press.
- Frith, C. (2012). The role of metacognition in human social interactions. *Philosophical Transactions Of The Royal Society B-Biological Sciences*, 367(1599), 2213-2223.
- Gabrenya, W. K., Griffith, R. L., Moukarzel, R. G., Pomerance, M. H., & Reid, P. (2013). Theoretical and practical advances in the assessment of cross-cultural competence. In D. Schmorrow, & D. Nicholson (Eds.), *Advances in design for cross-cultural activities: Part I* (pp. 317-331). Boca Raton, FL: Taylor & Francis

- Gagné, M., Guntert, S. T., Forest, J., Vansteenkiste, M., Crevier-Braud, L., Van den Broeck, A., Aspeli, A. K., Bellerose, J, Benabou, C, & Chemolli, E. (2014). The multidimensional work motivation scale: Validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, 1-19. doi: 10.1080/1359432X.2013.877892
- Gardiner, J. M. (2001). Episodic Memory and Auto-noetic Consciousness: A First-Person Approach. *Philosophical Transactions: Biological Sciences*, (1413). 1351.
- Gelfand, M., Lun, J., Raver, J., Nishii, L., Leslie, L., Lim, B., & Yamaguchi, S. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332(6033), 1100-1104. doi:10.1126/science.1197754
- Gollan, T., & Witte, E. H. (2008). "It was right to do it, because...": Understanding justifications of actions as prescriptive attributions. *Social Psychology*, 39(3), 189–196.
- Gollwitzer, P. M., & Schaal, B. (1998). Metacognition in Action: The Importance of Implementation Intentions. *Personality & Social Psychology Review (Lawrence Erlbaum Associates)*, 2(2), 124.
- Guntert, S. (2015). The impact of work design, autonomy support, and strategy on employee outcomes: A differentiated perspective on self-determination at work. *Motivation and Emotion*, 39, 99-103. doi: 10.1007/s11031-014-9412-7
- Grouzet, F. M., Sheldon, K. M., Kasser, T., Ahuvia, A., Dols, J. M. F., Kim, Y., Lau, S., Ryan, R. M., Saunders, S., & Schmuck, P. (2005). The structure of goals across 15 cultures. *Journal of Personality and Social Psychology*, 89, 800-816.
- Güss, C. D., & Wiley, B. (2007). Metacognition of Problem-Solving Strategies in Brazil, India, and the United States. *Journal of Cognition and Culture*, Volume 7, Issue 1, pages 1 – 25. doi: 10.1163/156853707X171793
- Hagger, M. S., & Chatzisarantis, N. L. (2015). The trans-contextual model of autonomous motivation in education: Conceptual and empirical issues and meta-analysis. *Review of Educational Research*. doi: 10.3102/0034654315585005
- Hahn, A., Banchevsky, S., Park, B., & Judd, C. M. (2015). Measuring intergroup ideologies: Positive and negative aspects of emphasizing versus looking beyond group differences. *Personality And Social Psychology Bulletin*, 41(12), 1646-1664. doi:10.1177/0146167215607351

- Halpern, D. F. (1998). Teaching critical thinking across domains: dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449–455.
- Händel, M., Artelt, C., & Weinert, S. (2013). Assessing metacognitive knowledge: Development and evaluation of a test instrument / Bewertung des metakognitiven Wissens : Entwicklung und Evaluation eines Testinstruments. *Journal For Educational Research Online*, (2 Assessing competencies across the lifespan within the German National Educational Panel Study (NEPS), 162.
- Hart, J. T. (1965). Memory and the feeling-of-knowing experience. *Journal of Educational Psychology* 56 (4): 208–216. doi:10.1037/h0022263
- Heider, F. (2013). The Psychology of Interpersonal Relations. [electronic book]. Hoboken : Taylor and Francis, 2013.
- Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world?. *Behavioral And Brain Sciences*, 33(2-3), 61-+.
- Hergenhahn, B. R., and Olson, M. H. (1993). An Introduction to Theories of Learning (4th Ed.), Prentice-Hall, Englewood Cliffs, NJ.
- Hofstede, G. (1980). Culture's consequences. Thousand Oaks, CA: Sage.
- Hofstede, G. (1984). National cultures revisited. *Asia Pacific Journal of Management*, 2, 22-28.
- Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage
- Hofstede, G., & Hofstede, G. J. (2010). *Cultures and organizations: Software of the mind*. New York: McGraw-Hill
- Hudesman, J., Crosby, S., Flugman, B., Issac, S., Everson, H., & Clay, D. B. (2013). Using Formative Assessment and Metacognition to Improve Student Achievement. *Journal Of Developmental Education*, 37(1), 2-4.
- Hunger, J., & Stern, L. W. (1976). An Assessment of the Functionality of the Superordinate Goal in Reducing Conflict. *Academy Of Management Journal*, 19(4), 591-605. doi:10.2307/255793
- Huttegger S. M. & Smead, R. (2011). Efficient social contracts and group selection. *Biology and Philosophy (Impact Factor: 0.91)*. 07/2011; 26(4):517-531. DOI: 10.1007/s10539-011-9265-3

- Hutto, D. D., & Ratcliffe, M. (2007). Folk psychology re-assessed. [electronic book].
Dordrecht : Springer, 2007.
- Iiskala, T., Vauras, M., Lehtinen, E., & Salonen, P. (2011). Socially shared metacognition of dyads of pupils in collaborative mathematical problem-solving processes. *Learning and Instruction, 21(3), 379–393.*
- Israel, S. E., Block, C. C., Bauserman, K. L., & Kinnucan-Welsch (Eds.). (2005).
Metacognition in literacy learning: Theory, assessment, instruction, and professional development. Mahwah, NJ: Erlbaum.
- Jacoby, L., Brown, J., Jasechko, J. & Kelley, C. (1989). Becoming Famous Overnight: Limits on the Ability to Avoid Unconscious Influences of the Past. *Journal Of Personality And Social Psychology, 56(3), 326-338.*
- James, S. L., & Amato, P. R. (2013). Self-Esteem and the Reproduction of Social Class. *Social Science Quarterly* (Wiley-Blackwell), 94(5), 933-955. doi:10.1111/ssqu.12019
- Janis, I. L. (1972). Victims of Groupthink: A psychological study of foreign-policy decisions and fiascos. *Hopewell, NJ: Houghton Mifflin Company.*
- Janis, I. L. (1982). *Groupthink: Psychological studies of policy decisions and fiascoes.* Boston: Houghton Mifflin.
- Jiang, Y., & Kleitman, S. (2015). Metacognition and motivation: Links between confidence, self-protection and self-enhancement. *Learning And Individual Differences, 37*222-230. doi:10.1016/j.lindif.2014.11.025
- Jost, J. T., Kruglanski, A. W., & Nelson, T. O. (1998). Social Metacognition: An Expansionist Review. *Personality & Social Psychology Review (Lawrence Erlbaum Associates), 2(2), 137.*
- Kagan, D. M. (1992). Implications of research on teacher belief. *Educ. Psychol. 27: 65–90.*
- Kahneman, D., Slovic, P., & Tversky, A. (1982). Judgement under uncertainty : heuristics and biases. *Cambridge, New York : Cambridge University Press, c1982.*
- Kahneman D., Diener E., & Schwarz N. (1999). Well-Being: The Foundations of Hedonic Psychology. *NewYork: Russell Sage Foundation*
- Kahneman, D. (2011). Thinking, fast and slow. *New York: Farrar, Straus and Giroux.*

- Kállay, É., & Rus, C. (2014). Psychometric properties of the 44-item version of Ryff's Psychological Well-Being Scale. *European Journal Of Psychological Assessment*, 30(1), 15-21. doi:10.1027/1015-5759/a000163
- Kant, I., & Beck, L. W. (1959). *Foundations of the metaphysics of morals: What is enlightenment?*; Immanuel Kant. Translation with an introduction by Lewis White Beck. New York: Liberal Arts Press.
- Kashima, Y., Kashima, E. S., & Aldridge, J. (2001). Toward cultural dynamics of self-conceptions. In C. Sedikides & M. B. Brewer (Eds.), *Individual self, relational self, collective self* (pp. 277–298). Philadelphia: Taylor & Francis.
- Kelley, G. A. (1992). Common-sense psychology and scientific psychology. *Annual Review of Psychology*, 43, 1-23
- Kim, Y. R., Park, M. S., Moore, T. J., & Varma, S. (2013). Multiple levels of metacognition and their elicitation through complex problem-solving tasks. *The Journal Of Mathematical Behavior*, 32(3), 377-396. doi:10.1016/j.jmathb.2013.04.002
- Klafehn, J., Li, C., & Chiu, C. (2013). To Know or Not to Know, Is That the Question? Exploring the Role and Assessment of Metacognition in Cross-Cultural Contexts. *Journal Of Cross-Cultural Psychology*, 44(6), 963-991 29p. doi:10.1177/0022022113492893
- Kleden, M. A. (2015). Analysis of Self-Directed Learning upon Student of Mathematics Education Study Program. *Journal Of Education And Practice*, 6(20), 1-6.
- Klein, S. (2015). Auto-noetic consciousness: Reconsidering the role of episodic memory in future-oriented self-projection. *Quarterly Journal Of Experimental Psychology*, 21p.. doi:10.1080/17470218.2015.1007150
- Kleitman, S., & Moscrop, T. (2010). Self-confidence and academic achievements in primary-school children: Their relationships and links to parental bonds, intelligence, age, and gender. In A. Efklides & P. Misailidi (Eds.), *Trends and prospects in metacognition research* (pp. 293–326). New York, NY: Springer.
- Kloo, D., & Rohwer, M. (2012). The development of earlier and later forms of metacognitive abilities: Reflections on agency and ignorance. In M. J. Beran, J. L. Brandl, J. Perner, J. Proust, M. J. Beran, J. L. Brandl, ... J. Proust (Eds.), *Foundations of metacognition* (pp.

- 167-180). New York, NY, US: Oxford University Press.
doi:10.1093/acprof:oso/9780199646739.003.0011
- Koestner, R., Losier, G.F., Vallerand, R.J., & Carducci, D. (1996). Identified and introjected forms of political internalization: Extending Self-determination Theory, *Journal of Personality and Social Psychology*, 70, 1025-1036, doi:10.1037/0022-3514.70.5.1025
- Kohlberg, L. (1969). Stage and sequence: The cognitive developmental approach to socialization. In D. A. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 347-380). Chicago: Rand McNally.
- Kohlberg, L. (1984). The psychology of moral development. San Francisco: Harper & Row.
- Korostelina, K. V. (2007). Social identity and conflict : structures, dynamics, and implications. New York, NY : Palgrave Macmillan, 2007.
- Kruglanski, A. W., Orehek, E., Dechesne, M., & Pierro, A. (2010). Lay epistemic theory: The motivational, cognitive, and social aspects of knowledge formation. *Social And Personality Psychology Compass*, 4(10), 939-950. doi:10.1111/j.1751-9004.2010.00308.x
- Ku, K. L., & Ho, I. T. (2010). Metacognitive strategies that enhance critical thinking. *Metacognition & Learning*, 5(3), 251-267. doi:10.1007/s11409-010-9060-6
- Kuhn, D. (1991). The skills of argument. [electronic book]. Cambridge : Cambridge University Press, 1991.
- Kuhn, D. (1999). A Developmental Model of Critical Thinking. *Educational Researcher*, (2), 16.
- Kuhn, D. & Dean, D.(2004). Metacognition: A Bridge Between Cognitive Psychology and Educational Practice. *Theory Into Practice* 43(4), 268-273. Ohio State University College of Education. Retrieved March 21, 2016, from Project MUSE database.
- Kuhn, D., Schauble, L., & Garcia-Mila, M. (1992). Cross-domain development of scientific reasoning. *Cognition and Instruction*, 9, 285-327.
- Kwaśniewska, A., Thomas, K., & Baker, R. (2014). Are there cross-cultural differences in emotional processing and social problem-solving?. *Polish Psychological Bulletin*, 45(2), 205-210. doi:10.2478/ppb-2014-0026

- Leopold, C., & Leutner, D. (2015). Improving Students' Science Text Comprehension through Metacognitive Self-Regulation When Applying Learning Strategies. *Metacognition And Learning*, 10(3), 313-346.
- Leung, A. K., & Cohen, D. (2011). Within- and between-culture variation: Individual differences and the cultural logics of honor, face, and dignity cultures. *Journal Of Personality And Social Psychology*, 100(3), 507-526. doi:10.1037/a0022151
- Leuze, K., & Strauss, S. (2012). Female-typical Subjects and their Effect on Wage Inequalities among Higher Education Graduates in Germany. *European Societies*, 16(2), 275-298.
- Levitan, L. C., & Verhulst, B. (2015). Conformity in groups: The effects of others' views on expressed attitudes and attitude change. *Political Behavior*, doi:10.1007/s11109-015-9312-x
- Lewis, D. (1969). *Convention: A Philosophical Study*. Cambridge, MA: Cambridge University Press
- Li, R. (2014). Reliability and Validity of a Shorter Chinese Version for Ryff's Psychological Well-Being Scale. *Health Education Journal*, 73(4), 446-452.
- Li, J., Zhang, B., Du, H., Zhu, Z., & Li, Y. M. (2015). Metacognitive planning: Development and validation of an online measure. *Psychological Assessment*, 27(1), 260-271 12p. doi:10.1037/pas0000019
- Lindholm, C. (1997). Does the Sociocentric Self Exist? Reflections on Markus and Kitayama's 'Culture and the Self'. *Journal of Anthropological Research*, (4). 405.
- Mackie, G., Moneti, F., Denny, E., & Shakya, H. (2015). What are Social Norms? How are They Measured? *WORKING PAPER. UNICEF/UCSD Center on Global Justice, University of California, San Diego*
- Magno, C. (2010). The role of metacognitive skills in developing critical thinking. *Metacognition & Learning*, 5(2), 137-156. doi:10.1007/s11409-010-9054-4
- Manstead, A. S. R., & Parker, D. (1995). Evaluating and extending the theory of planned behavior. In W. Stroebe & M. Hewstone (Eds.), *European Review of Social Psychology* (Vol. 6, pp. 69-96). Chichester, UK: John Wiley & Sons.

- Manstead, A. R. (2011). The benefits of a critical stance: A reflection on past papers on the theories of reasoned action and planned behaviour. *British Journal Of Social Psychology*, 50(3), 366-373 8p. doi:10.1111/j.2044-8309.2011.02043.x
- Marambe, K., Vermunt, J., & Boshuizen, H. (2012). A cross-cultural comparison of student learning patterns in higher education. *Higher Education*, 64(3), 299-316. doi:10.1007/s10734-011-9494-z
- Markowitsch, H. J., & Staniloiu, A. (2014). Memory, Time and Auto-noetic Consciousness. *Procedia - Social And Behavioral Sciences*, 126(International Conference on Timing and Time Perception, 31 March - 3 April 2014, Corfu, Greece), 271-272. doi:10.1016/j.sbspro.2014.02.406
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
- Markus, H., & Kitayama, S. (2010). Cultures and Selves: A Cycle of Mutual Constitution. *Perspectives On Psychological Science*, 5(4), 420-430.
- Martin, L. L., & Staple, D. A. (1998) Correction and Metacognition: Are People Naïve Dogmatists or Naïve Empiricists during Social Judgments? In B. Dardenne, G. Lories, & V. Yzerbyt (Eds.). *Metacognition. [electronic book] : cognitive and social dimensions. London : Sage Publications.*
- Martinez, M. E. (2006). *What is metacognition?* Phi Delta Kappan, 696-699.
- Marsden, K. E., Ma, W. J., Deci, E. L., Ryan, R. M., & Chiu, P. H. (2014). Diminished neural responses predict enhanced intrinsic motivation and sensitivity to external incentive. *Cognitive, Affective, Behavioral Neuroscience*, 15, 276-286. doi: 10.3758/s13415-014-0324-5
- Marmor, A. (2009). *Social conventions. [electronic book] : from language to law. Princeton, N.J.: Princeton University Press, c2009.*
- Matsumoto, D. (1999). Culture and self: An empirical assessment of Markus and Kitayama's theory of independent and interdependent self-construals. *Asian Journal Of Social Psychology*, 2(3), 289-310.
- Mayer, R., & Goodchild, F. (1990). *The critical thinker. New York: Wm. C. Brown*
- McGeer, V., & Pettit, P. (2002). The self-regulating mind. *Language And Communication*, 22281-299. doi:10.1016/S0271-5309(02)00008-3

- Metcalfe, J., Eich, T. S., & Miele, D. B. (2013). Metacognition of agency: Proximal action and distal outcome. *Experimental Brain Research*, 229(3), 485-496. doi:10.1007/s00221-012-3371-6
- Metcalfe, J. , & Shimamura, A. P. (1994). *Metacognition. Knowing about knowing* . Cambridge, MA : MIT Press.
- Metcalfe, J., & Son, L. K. (2013). Anoetic, noetic, and auto-noetic metacognition. In M.J. Beran (Ed.). *Foundations of metacognition. [electronic book]. Oxford : Oxford University Press.*
- Metcalfe, J., Schwartz, B. L., & Joaquim, S. G. (1993). The cue-familiarity heuristic in metacognition. *Journal Of Experimental Psychology: Learning, Memory, And Cognition*, 19(4), 851-861. doi:10.1037/0278-7393.19.4.851
- Mertens, D. M., & Ginsberg, P. E. (2009). *The handbook of social research ethics. Thousand Oaks, CA: Sage Publications.*
- Miller, E. K., & Cohen, J. D. (2001). AN INTEGRATIVE THEORY OF PREFRONTAL CORTEX FUNCTION. *Annual Review Of Neuroscience*, 24(1), 167.
- Milgram, S. (1963). Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology* 67 (4): 371–8. doi:10.1037/h0040525
- Mischel, W. (1998). Metacognition at the Hyphen of Social-Cognitive Psychology. *Personality & Social Psychology Review (Lawrence Erlbaum Associates)*, 2(2), 84.
- Moore, C., & Frye, D. (1991). The acquisition and utility of theories of mind. In Frye, D., and Moore, C. (Eds.), *Children's Theories of Mind: Mental States and Social Understanding (pp. 1–14).* Erlbaum, Hillsdale, NJ
- Mor, S., Morris, M., & Joh, J. (2013). Identifying and Training Adaptive Cross-Cultural Management Skills: The Crucial Role of Cultural Metacognition. *Academy Of Management Learning & Education*, 12(3), 453-475. doi:10.5465/amle.2012.0202
- Mugny, G. (1984). Compliance, conversion and the Asch paradigm. *European Journal Of Social Psychology*, 14(4), 353.
- Myers, D. G., & Twenge, J. M. (2013). Social psychology (pp. 588-608). *New York (N.Y.): McGraw-Hill.*

- Nansubuga, F., Munene, J. C., & Ntayi, J. M. (2015). Can Reflection Boost Competences Development in Organizations? *European Journal Of Training And Development*, 39(6), 504-521.
- Nelson, T. O. (1996). Consciousness and metacognition. *American Psychologist*, 51, 102 – 116.
- Nelson, T. O., Dunlosky, J., Graf, A., & Narens, L. (1994). Utilization of metacognitive judgments in the allocation of study during multitrial learning. *Psychological Science*, 5, 207 – 213.
- Nelson, T. O. & Narens, L. (1990). Metamemory: A theoretical framework and some new findings. In G.H. Bower (Ed). *The Psychology of Learning and Motivation*, 26, 125-173. New York: Academic Press
- Nelson, T. O. & Narens, L. (1994). Why investigate metacognition? In J. Metcalfe & A.P. Shimamura, (Eds.), *Metacognition (pp. 1-25)*. Cambridge, MA: MIT Press
- Nemeth, C., Rogers, J., & Brown, K. (2001). Devil's advocate vs. authentic dissent: Stimulating quantity and quality. *European Journal of Social Psychology*, 31,707-720.
- Ng, J. Y. Y., Ntoumanis, N., Thogersen-Ntoumani, C., Deci, E. L., Ryan, R. M., Duda, J. L., & Williams, G. C. (2012). Self-determination theory applied to health contexts: A meta-analysis. *Perspectives on Psychological Science*, 7, 325-340.
- Niffenegger, P., Kulviwat, S., & Engchanil, N. (2006). Conflicting Cultural Imperatives in Modern Thailand: Global Perspectives. *Asia Pacific Business Review*, 12(4), 403-420. doi:10.1080/13602380600571211
- Nisbett, R. (2016). *The Crusade Against Multiple Regression Analysis* [Interview]. Retrieved from https://www.edge.org/conversation/richard_nisbett-the-crusade-against-multiple-regression-analysis
- Nonose, K., Kanno, T., & Furuta, K. (2014). Effects of metacognition in cooperation on team behaviors. *Cognition, Technology & Work*, 16(3), 349-358. doi:10.1007/s10111-013-0265-8
- Nowak, A., Gelfand, M. J., Borkowski, W., Cohen, D., & Hernandez, I. (2015). The Evolutionary Basis of Honor Cultures. *Psychological Science*

- Ochsenfeld, F. (2012). Glass ceiling or golden cage: Is discrimination in the workplace or duties in the family preventing women from promotion to early management positions?. *Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, 64(3), 507-534.
- Oldendick, R.W. (2008). Question Order Effects. In P.J. Lavrakas (Ed.). *Encyclopedia of survey research methods*. [electronic book]. Los Angeles, [Calif.]; SAGE, c2008.
- Olson, D., & Astington, J. (1993). Thinking about thinking: Learning how to take statements and hold beliefs. *Educational Psychologist*, 28(1), 7-23.
- Oyserman, D., Coon, H. M., & Kimmelmeier, M. (2002a). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin*, 128(1), 3-72. doi:10.1037/0033-2909.128.1.3
- Oyserman, D., Coon, H. M., & Kimmelmeier, M. (2002b). Cultural psychology, a new look: Reply to Bond (2002), Fiske (2002), Kitayama (2002), and Miller (2002). *Psychological Bulletin*, 128(1), 110-117. doi:10.1037/0033-2909.128.1.110
- Oyserman, D., & Lee, S. (2008). Does Culture Influence What and How We Think? Effects of Priming Individualism and Collectivism. *Psychological Bulletin*, 134(2), 311-342. doi:10.1037/0033-2909.134.2.311
- Oyserman, D., Sorensen, N., Reber, R., & Chen, S. (2009). Connecting and separating mind-sets: Culture as situated cognition. *Journal Of Personality And Social Psychology*, 97(2), 217-235. doi:10.1037/a0015850
- Özcan, Z. Ç., & Erkin, E. (2015). Enhancing Mathematics Achievement of Elementary School Students through Homework Assignments Enriched with Metacognitive Questions. *Eurasia Journal Of Mathematics, Science & Technology Education*, 11(6), 1415-1527. doi:10.12973/eurasia.2015.1402a
- Öztürk, E. (2012). The Validity and Reliability of the Turkish Version of the Metacognitive Awareness of Reading Strategies Inventory. (English). *Ilkogretim Online*, 11(2), 292-305.
- Paris, S. G., & Byrnes, J. P. (1989). The constructivist approach to self-regulation and learning in the classroom. In B. Zimmerman, & D. Schunk, D. (Eds.), *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice*, pp. 169–200. New York: Springer Verlag

- Paris, S. G. & Winograd, P. (1990). Promoting metacognition and motivation of exceptional children. *Remedial and Special Education, 11*(6), 7-15.
- Peña-Ayala, A. (2015). *Metacognition: fundamentals, applications, and trends: a profile of the current state-of-the art*. doi:10.1007/978-3-319-11062-2
- Pettigrew, T.F., Jackson, J.S., Brika, J.B., Lemaine, G., Meertens, A.W., Wagner, U. & Zick, A. (1998). Outgoing prejudice in Western Europe. *European Review of Social psychology, 8*, 241- 273.
- Pelto, P. J. (1968). The differences between “tight” and “loose” societies. *Transaction, April*, 37–40.
- Petty, R. E., Briñol, P., Tormala, Z. L., & Wegener, D. T. (2007). The role of metacognition in social judgment. In A. W. Kruglanski, E. T. Higgins, A. W. Kruglanski, E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles (2nd ed.)* (pp. 254-284). New York, NY, US: Guilford Press.
- Phukanchana, T. (2004). Politeness in Thai Culture: Strategies of Disagreeing. *Conference Papers - International Communication Association, 1*.
- Pillai, K. G., Brusco, M., Goldsmith, R., & Hofacker, C. (2015). Consumer knowledge discrimination. *European Journal Of Marketing, 49*(1/2), 82-100. doi:10.1108/EJM-05-2012-0288
- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. P. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation*(pp. 451–502). San Diego, CA: Academic.
- Pressley, M. , Borkowski, J. G. , & Schneider, W. (1989). Good information processing: What it is and what education can do to promote it . *International Journal of Educational Research* , 13 ,857 – 867 .
- Proust, J. (2014). *The philosophy of metacognition: mental agency and self-awareness*. Oxford: Oxford University Press.
- Rosenbaum, R. S., Köhler, S., Schacter, D. L., et al. (2005). The case of K.C.: Contributions of a memory-impaired person to memory theory. *Neuropsychologia, 43*, 989–1021.
- Rotter, J.B. (1966). "Generalized expectancies of internal versus external control of reinforcements". *Psychological Monographs*. 80 (whole no. 609).

- Ryan, R. M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*, 63, 397–427.
- Ryan, R. M., Deci, E. L., Grolnick, W. S., & La Guardia, J. G. (2006). The significance of autonomy and autonomy support in psychological development and psychopathology. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology: Theory and method* (Vol 1, pp. 795-849). New Jersey: John Wiley & Sons, Inc.
- Ryan, R. M., Legate, N., Niemiec, C. P., & Deci, E. L. (2012). Beyond illusions and defense: Exploring the possibilities and limits of human autonomy and responsibility through self-determination theory. In P. R. Shaver & M. Mikulincer (Eds.), *Meaning, mortality, and choice: The social psychology of existential concerns* (pp. 215-233). Washington, DC: American Psychological Association. doi: 10.1037/13748-012
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal Of Personality And Social Psychology*, 57(6), 1069-1081. doi:10.1037/0022-3514.57.6.1069
- Ryff, C.D., Keyes, C.L.M., 1995. The structure of psychological well-being revisited. *Journal of Personality and Social Psychology* 69, 719–727.
- Ryff, C. & Singer, B. (2006). Best news yet on the six-factor model of well-being. *Social Science Research*, 35(4), 1103-1119. doi:10.1016/j.ssresearch.2006.01.002
- Schneider, W. (2008). The Development of Metacognitive Knowledge in Children and Adolescents: Major Trends and Implications for Education. *Mind, Brain & Education*, 2(3), 114-121. doi:10.1111/j.1751-228X.2008.00041.x
- Schneider, W., Perner, J., Bullock, M., Stefanek, J., & Ziegler, A. (1999). Development of intelligence and thinking. In F. E. Weiner & W. Schneider (Eds.), *Individual development from 3 to 12: Findings from the Munich Longitudinal Study* (pp. 9 – 28). Cambridge, MA : Cambridge University Press .
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. *Research in Science Education*, 36, 111-139.
- Schraw, G; & Dennison, R. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*.19(4)(pp460-475)

- Schraw, G., & Moshman, D. (1995). Metacognitive Theories. *Educational Psychology Review*, (4). 351.
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting Self-Regulation in Science Education: Metacognition as Part of a Broader Perspective on Learning. *Research In Science Education*, 36(1-2), 111-139.
- Schroyens, W. (2005). Knowledge and thought: an introduction to critical thinking. *Experimental Psychology*, 52(2), 163–164.
- Schunk , D. H. , & Zimmerman , B. J. (1998). *Self-regulated learning: From teaching to self-reflective practice*. New York: Guilford .
- Selezneva, E., & Van Kerm, P. (2016). A distribution-sensitive examination of the gender wage gap in Germany. *Journal Of Economic Inequality*, 14(1), 21-40.
doi:10.1007/s10888-016-9320-z
- Seligman, M. P., & Csikszentmihalyi, M. (2014). Positive Psychology: An Introduction. *Flow & The Foundations Of Positive Psychology*, 279. doi:10.1007/978-94-017-9088-8_18
- Sheldon, K. M., Abad, N., & Omoile, J. (2009). Testing Self-Determination Theory via Nigerian and Indian adolescents. *International Journal of Behavioral Development*, 33, 451–459.
- Sherif, M. (1935). A study of some social factors in perception. *Archives of Psychology*, 27(187).
- Shimamura, A. (2009). Toward a cognitive neuroscience of metacognition. *Consciousness And Cognition*, 9(2), 313-323.
- Skinner, B. F. (1953). *Science and human behavior*. SimonandSchuster.com.
- Soenens, B., Park, S. Y., Vansteenkiste, M., & Mouratidis, A. (2012). Perceived parental psychological control and adolescent depressive experiences: A cross-cultural study with Belgian and South-Korean adolescents. *Journal of Adolescence*, 35, 261–272.
- Soubie, J., & Zaraté, P. (2005). Distributed Decision Making: A Proposal of Support Through Cooperative Systems. *Group Decision & Negotiation*, 14(2), 147-158.
doi:10.1007/s10726-005-2404-y
- Stanovich, K., & West, R. (2000). Advancing the rationality debate. *Behavioral And Brain Sciences*, 23(5), 701-726.

- Steg, L., Berg, A. D., & de Groot, J. M. (2013). Environmental psychology. [electronic book] : an introduction. *Chichester [England] ; Wiley-Blackwell, 2013.*
- Stephan, C.W., Stephan, W.G., Saito, I., & Morrison Barnett, S. (1998). Emotional expression in Japan and the United States: The nonmonolithic nature of individualism and collectivism. *Journal of Cross-Cultural Psychology, 29*, 728–748.
- Strack, F., & Bless, H. (1994). Memory for Nonoccurrences: Metacognitive and Presuppositional Strategies. *Journal Of Memory And Language, 33(2)*, 203-217. doi:10.1006/jmla.1994.1010
- Stansfield, R. B., Schwartz, A., O'Brien, C. L., Dekhtyar, M., Dunham, L., & Quirk, M. (2015). Development of a metacognitive effort construct of empathy during clinical training: a longitudinal study of the factor structure of the Jefferson Scale of Empathy. *Advances in Health Sciences Education.*
- Sternberg, R. J., & Caruso, D. R. (1985). Practical modes of knowing. In *Eisner, E. (ed.), Learning and Teaching the Ways of Knowing, University of Chicago Press, Chicago.*
- Surat, S., Rahman, S., Mahamod, Z., & Kummin, S. (2014). The Use of Metacognitive Knowledge in Essay Writing among High School Students. *International Education Studies, 7(13)*, 212-218.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. *The social psychology of intergroup relations, 33*, 47.
- Thagard, P. (2015). The cognitive-affective structure of political ideologies. In B. Martinovsky, B. Martinovsky (Eds.) , *Emotion in group decision and negotiation* (pp. 51-71). New York, NY, US: *Springer Science + Business Media.* doi:10.1007/978-94-017-9963-8_3
- Thakur, K., & Roy, P. K. (2015). Metacognition-Based Cognitive Therapy in Social Phobia- A Case Study. *SIS Journal Of Projective Psychology & Mental Health, 22(1)*, 62-71.
- Thielsch, C., Andor, T., & Ehring, T. (2015). Do Metacognitions and Intolerance of Uncertainty Predict Worry in Everyday Life? An Ecological Momentary Assessment Study. *Behavior Therapy, 46*532-543. doi:10.1016/j.beth.2015.05.001
- Thielsch, C., Ehring, T., Nestler, S., Wolters, J., Kopei, I., Rist, F., & Andor, T. (2015). Metacognitions, worry and sleep in everyday life: Studying bidirectional pathways using Ecological Momentary Assessment in GAD patients. *Journal Of Anxiety Disorders, 33*53-61. doi:10.1016/j.janxdis.2015.04.007

- Thomas, D. C., Liao, Y., Aycan, Z., Cerdin, J., Pekerti, A. A., Ravlin, E. C., & van de Vijver, F. (2015). Cultural intelligence: A theory-based, short form measure. *Journal of International Business Studies*, 46(9), 1099-1118. doi:10.1057/jibs.2014.67
- Tice, D. M., Baumeister, R. F., Shmueli, D. & Muraven, M. (2007). Restoring the self: Positive affect helps improve self-regulation following ego depletion. *Journal of Experimental Social Psychology* 43 (3): 379–384. doi:10.1016/j.jesp.2006.05.007
- Tulving, E. (1984). Elements of episodic memory. *Behavioral and Brain Sciences*, 7, 223–68.
- Tuncer, M., & Kaysi, F. (2013). The Development of the Metacognitive Thinking Skills Scale. *International Journal of Learning & Development*, (3)2, 70-76. doi: 10.5296/ijld.v3i2.3449
- Turner, M., & Pratkanis, A. (1998). Twenty-five years of Groupthink theory and research: Lessons from the evaluation of a theory. *Organizational Behavior and Human Decision Processes*, 73, 105-115.
- Triandis, H.C. (1977). *Interpersonal Behaviour*. Monterey, C.A: Brook/Cole.
- Triandis, H. C. (1995). *Individualism and collectivism*. Boulder, CO: Westview Press.
- Triandis, H. (2004). The many dimensions of culture. *Academy of Management Executive*, 18, 88-93
- Triandis, H. C. (2007). Culture and psychology: A history of the study of their relationship. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 59 –76). New York: Guilford Press
- Triandis, H. C., & Gelfand, M. J. (1998). Converging measurement of horizontal and vertical individualism and collectivism. *Journal of Personality and Social Psychology*, 74(1), 118-128. doi:10.1037/0022-3514.74.1.118
- United Nations Population Fund (2011). **IMPACT OF DEMOGRAPHIC CHANGE IN THAILAND**. Country Office in Thailand. Retrieved April 10, 2015 from: <http://thailand.unfpa.org/documents/symposium/Impact%20Full%20Report%20Eng%20UNFPA%20Web.pdf>
- Uzunboylu, H., & Hursen, C. (2011). Lifelong Learning Competence Scale (LLCS): The Study of Validity and Reliability. Hacettepe University *Journal Of Education*, 41449-460.

- Vallacher, R. R., Nowak, A., Coleman, P. T., Bui-Wrzosinska, L., Liebowitch, L., Kugler, K., & Bartoli, A. (2013). Attracted to conflict : dynamic foundations of destructive social relations. *Berlin : Springer, 2013*.
- Van de Berghe, L., Vansteenkiste, M., Cardon, G., Kirk, D., & Haerens, L. (2014). Research on self-determination in physical education: Key findings and proposals for future research. *Physical Education and Sport Pedagogy*, 1, 97-121. doi: 10.1080/17408989.2012.732563
- Van Donkersgoed, R. M., De Jong, S., Van der Gaag, M., Aleman, A., Lysaker, P. H., Wunderink, L., & Pijnenborg, G. M. (2014). A manual-based individual therapy to improve metacognition in schizophrenia: protocol of a multi-center RCT. *BMC Psychiatry*, 14(1), 1-17. doi:10.1186/1471-244X-14-27
- Vansteenkiste, M., & Ryan, R. M. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23, 263–280. doi: 10.1037/a0032359
- Vauras, M., Iiskala, T., Kajamies, A., Kinnunen, R., & Lehtinen, E. (2003). Shared-regulation and motivation of collaborating peers: A case analysis. *Psychologia: An International Journal of Psychology in the Orient*, 46, 19–37.
- Varmecky, J. H. (2012). Learning for Life Transitions. *Journal Of Adult Education*, 41(2), 1-11.
- Vierkant, T. (2013). What metarepresentation is for. In: *Beran, M. J. (Ed.), Foundations of metacognition [electronic book] / Oxford : Oxford University Press, 2013*.
- Visser, P. S., Krosnick, J. A., & Lavrakas, P. J. (2000). Survey research. In H. T. Reis & C. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 223–252). *New York: Cambridge University Press*.
- Vlachopoulos, S. P., Ascí, F. H., Cid, L., Ersoz, G., González-Cutre, D., Moreno-Murcia, J. A., & Moutão, J. (2013). Cross-cultural invariance of the basic psychological needs in exercise scale and need satisfaction latent mean differences among Greek, Spanish, Portuguese and Turkish samples. *Psychology of Sport and Exercise*, 14, 622-631. doi: 10.1016/j.psychsport.2013.03.002

- Walker, J. S., & Bright, J. A. (2009). False inflated self-esteem and violence: a systematic review and cognitive model. *Journal Of Forensic Psychiatry & Psychology*, 20(1), 1-32. doi:10.1080/14789940701656808
- Wang, C. (2014). Scaffolding Middle School Students' Construction of Scientific Explanations: Comparing a cognitive versus a metacognitive evaluation approach. *International Journal Of Science Education*, 35p.. doi:10.1080/09500693.2014.979378
- Webb, D., Soutar, G. N., Mazzarol, T., & Saldaris, P. (2013). Self-determination theory and consumer behavioural change: Evidence from a household energy-saving behaviour study. *Journal of Environmental Psychology*, 35, pp. 59-66. doi: 10.1016/j.jenvp.2013.04.003
- Wegner, D.M., & Valacher, R.R. (1981). Common-sense psychology. In J.M. Forgas (Ed.), *Social cognition: Perspectives in everyday understanding* (pp. 224–246). London: Academic Press
- Wells, A. (2000). *Emotional disorders and metacognition: innovative cognitive therapy*. Chichester : John Wiley & Sons, 2000.
- Wheeler, M. A., Stuss, D. T., and Tulving, E. (1997). Toward a theory of episodic memory: The frontal lobes and auto-noetic consciousness. *Psychological Bulletin*, 121, 331–54.
- Willingham, D. T. (2014). Strategies That Make Learning Last. *Educational Leadership*, 72(2), 10-15.
- Whitebread, D., Coltman, P., Pasternak, D. P., Sangster, C., Grau, V., Bingham, S., Almeqdad, Q., & Demetriou, D. (2009). The development of two observational tools for assessing metacognition and self-regulated learning in young children. *Metacognition and Learning*, 4(1), 63-85.
- Wilson, T.D., Gilbert D.T., & Wheatley, T.P. (1998). Protecting Our Minds: The Role of Lay Beliefs. In B. Dardenne, G. Lories, & V. Yzerbyt (Eds.). *Metacognition. [electronic book] : cognitive and social dimensions*. London : Sage Publications, 1998.
- Wilson, S., & MacLean, R. (2011). Research methods and data analysis for psychology. London: McGraw-Hill Higher Education.
- Wismath, S. L., & Orr, D. (2015). Collaborative Learning in Problem Solving: A Case Study in Metacognitive Learning. *Canadian Journal For The Scholarship Of Teaching And Learning*, 6(3)

- Wolk, D. A., Schacter, D. L., Lygizos, M., et al. (2006). ERP correlates of recognition memory: Effects of retention interval and false alarms. *Brain Research, 1096*, 148–62.
- Yonelinas, A. P. (2002). The nature of recollection and familiarity: A review of 30 years of research. *Journal of Memory & Language, 46*, 441–517.
- Young Sik, C., & Jung, J. Y. (2014). The Relationship between Metacognition, Entrepreneurial Orientation and Firm Performance: An Empirical Investigation. *Academy Of Entrepreneurship Journal, 20*(2), 71-86.
- Yunlu, D. G., & Clapp-Smith, R. (2014). Metacognition, cultural psychological capital and motivational cultural intelligence. *Cross Cultural Management, 21*(4), 386-399.
doi:10.1108/CCM-07-2012-0055
- Yzerbyt, V. Y., Schadron, G., Leyens, J., & Rocher, S. (1994). Social judgeability: The impact of meta-informational cues on the use of stereotypes. *Journal Of Personality And Social Psychology, 66*(1), 48-55. doi:10.1037/0022-3514.66.1.48
- Zepeda, C. D., Richey, J. E., Ronevich, P., & Nokes-Malach, T. J. (2015). Direct Instruction of Metacognition Benefits Adolescent Science Learning, Transfer, and Motivation: An In Vivo Study. *Journal Of Educational Psychology, 107*(4), 954-970.
- Zhang, L. (2010). Do thinking styles contribute to metacognition beyond self-rated abilities? *Educational Psychology, 30*(4), 481-494. doi:10.1080/01443411003659986
- Zhou, M., Ma, W. J., & Deci, E. L. (2009). The importance of autonomy for rural Chinese children's motivation for learning. *Learning and Individual Differences, 19*, 492-498.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments and future prospects. *American Educational Research Journal, 45*, 166–183.