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**Donker, A. S.; de Boer, H.; Kostons, D.; Dignath van Ewijk, C. C.; van der Werf, M. P. C.**  
**Effectiveness of learning strategy instruction on academic performance: a meta-analysis.**

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Summary: In this meta-analysis the results of studies on learning strategy instruction focused on improving self-regulated learning were brought together to determine which specific strategies were the most effective in increasing academic performance. The meta-analysis included 58 studies in primary and secondary education on interventions aimed at improving cognitive, metacognitive, and management strategy skills, as well as motivational aspects and metacognitive knowledge. A total of 95 interventions and 180 effect sizes demonstrated substantial effects in the domains of writing (Hedges'  $g = 1.25$ ), science (.73), mathematics (.66) and comprehensive reading (.36). These domains differed in terms of which strategies were the most effective in improving academic performance. However, metacognitive knowledge instruction appeared to be valuable in all of them. Furthermore, it was found that the effects were higher when self-developed tests were used than in the case of intervention-independent tests. Finally, no differential effects were observed for students with different ability levels. To conclude, the authors have listed some implications of their analysis for the educational practice and made some suggestions for further research.

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