

Bachelor thesis review (supervisor)

Name and surname: Kateryna Murat

Title: The Impact of Metacognitive Strategy Instruction on Creative Problem-solving Performance among University Students

Supervisor: PhDr. Marek Urban, PhD.

1. Style and formatting:

The bachelor thesis written by Kateryna Murat demonstrates a high level of adherence to APA 7th edition guidelines, with a well-organized IMRaD structure, appropriate citation practices, and a clear presentation of research findings. The formatting follows the specified standards, contributing to the overall readability and academic rigor of the document.

2. Theoretical introduction:

Theoretical introduction synthesizes research findings from more than 230 scientific papers concerning the role of various psychological constructs, but primarily metacognition, in creativity and creative problem-solving. The topic of metacognition in creative problem-solving (CPS) is new and quickly developing, and the thesis does a remarkable job on finding basically everything that was ever published about it; and putting it into a logical, coherent, and meaningful text.

Moreover, understanding of theoretical constructs that is demonstrated in this bachelor thesis is something close to a miracle, as a nuanced differentiation between individual facets of metacognition is still confusing >scientists< worldwide. Having this already in a bachelor thesis offers a lot of promises for the future work.

3. Methodology and Results:

In her research study, Kateryna Murat designed a lab experiment with an aim to explore the impact of metacognition on creative problem-solving of university students. Up to the date, there is only one quasi-experimental study conducted about this (and that one took 16 weeks to finish) and as such, developing an efficient procedure that may help students to improve their resolution of ill-defined problems (such as essays, theses etc.) would be highly appreciated.

There were three groups in a study (control, CPS group receiving only an intervention about CPS, and metacognition and CPS group receiving intervention about both metacognition and CPS), and the procedure was following the experimental research standards (randomization of participants, pre- / post-test, randomization of tasks in pre- and post-test, etc.). The author created an hour-long strategy instruction intervention following work of Greg Schraw and Michael Pressley, having a good starting point in short metacognition interventions made by Jeff Greene. After author designed, and conducted the study, she was also able to learn the statistical procedures needed to analyze the results.

The fun part is that the results were non-significant in the most cases, which could be a good topic for the thesis defense. *So, what should we do differently in the future?*

Regardless of the non-significant results, the ability to design, conduct, and analyze the results of an experimental study, points to the great potential for the future work in the field.

4. Ethics:

There are no concerns regarding the ethics of the research.

5. Conclusion

The bachelor thesis of Kateryna Murat is exceptional in both conceptual understanding and creative use of knowledge in designing a research study. Kateryna worked independently, conscientiously, and with a lot of grit.

With this being said, **I recommend the thesis for the defense with a grade excellent (1).**

In Prague, June 4th, 2024

PhDr. Marek Urban, PhD.