

Relations between toddlers' core metacognition and parents' metacognitive talk: an eye-tracking paradigm

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Abstract

Recent research has challenged the belief that metacognition develops only in school age, providing evidence of basic metacognitive skills as early as 12 months (Goupil & Kouider, 2016). This emerging metacognition, however, raises the question of the variables that can influence its development, the involvement of very specific parent-child interactions being postulated (Gardier et al., 2024). Using a novel eye-tracking paradigm, we assessed metacognition in 55 18-month-old children through a forced-choice recognition task where eyes movements towards a cue were used as an indicator of metacognitive uncertainty while assessing the metacognitive richness of the parent's talk during a parent-child play session. In addition to providing further evidence of early metacognitive abilities, our results indicated that parents' utterances encouraging children to monitor their mental operations were positively associated with toddlers' metacognitive accuracy (OR=1.3). These findings contribute to a better understanding of the role of parent-child interactions on early metacognitive development.