
Urban Kamila

Structured CV URBAN Kamila

Research Interests

Metacognition
Self-regulated learning
Creative problem-solving
Early literacy

Employment History

06/2021 - present: senior researcher at Institute for Research in Social Communication, Slovak Academy of Sciences
10/2020 - present: assistant professor at Department of Psychology, Faculty of Arts, Charles University
09/2018 – 09/2020: assistant professor at Institute of Education and Communication, Czech University of Life Sciences Prague

Selected grant projects (2013-2023)

Language and cognitive impacts of socio-economic, cultural and educational conditions in preschool age on the development of literacy in primary education
Scientific Grant Agency of the Ministry of Education of the Slovak Republic (VEGA 2/0026/21) Duration: 01/01/2021 – 31/12/2024 (principal investigator)
Active parental influence on their offspring's romantic relationships
Czech Science Foundation (GA ČR n. 22-27522S) Duration: 01/2022 – 12/2024 (team member)
ELD-ET - Effective reading behavior strategies studied at key stages of literacy development
Slovak Research and Development Agency (APVV-19-0074) Duration: 01/07/2020 – 30/06/2024 (team member)
A Learning Environment to Support Comprehension Monitoring with Informational Science Text
U.S. National Science Foundation (NSF#1761110) Duration: 06/2018 – 05/2023 (team member)
Design and Implementation of the Concept and Methodology of "Career Learning" in Vocational Education
Technology Agency of the Czech Republic (TL02000256) Duration: 02/2019 – 12/2022 (team member)
Pedagogical impacts and developmental achievements resulting from curricular changes in preschool education
Scientific Grant Agency of the Ministry of Education of the Slovak Republic (VEGA 2/0134/18) Duration: 01/2018 – 12/2020 (team member)

Selected publications (2013-2023)

Urban, K. (Ed.) (2023). Development of Key Literacy Skills in Early Childhood Education. Peter Lang.
Urban, M., & Urban, K., Niefeld, J. L. (2023). The effect of a distributed metacognitive strategy intervention on reading comprehension. *Metacognition and Learning*, 18(2), 405-424. <https://doi.org/10.1007/s11409-023-09334-1> [corresponding author]
Urban, M., & Urban, K. (2023). Orientation Toward Intrinsic Motivation Mediates the Relationship Between Metacognition and Creativity. *Journal of Creative Behavior*, 57(1), 6-16. <https://doi.org/10.1002/jocb.558> [corresponding author]
Urban, K., & Urban, M. (2023). How can we measure metacognition in creative problem-solving? Standardization of the MCPS scale. *Thinking Skills and Creativity*, 49, no. 101345. <https://doi.org/10.1016/j.tsc.2023.101345>
Urban, M., & Urban, K. (2023). Do We Need Metacognition for Creativity? A Necessary Condition Analysis of Creative Metacognition. *Psychology of Aesthetics, Creativity, and the Arts*. Advance online publication. <https://doi.org/10.1037/aca0000647>
Urban, K., Pesout, O., Kombrza, J., & Urban, M. (2021). Metacognitively aware university students exhibit higher creativity and motivation to learn. *Thinking Skills and Creativity*, 42, no. 100963. <https://doi.org/10.1016/j.tsc.2021.100963>
Urban, M., & Urban, K. (2021). Unskilled but aware of it? Cluster analysis of creative metacognition from preschool age to early adulthood. *Journal of Creative Behavior*, 55(4), 937-945. <https://doi.org/10.1002/jocb.499>
Urban, K., & Urban, M. (2021). Anchoring effect of performance feedback on accuracy of metacognitive monitoring in preschool children. *Europe's Journal of Psychology*, 17(1), 104-118. <https://doi.org/10.5964/ejop.2397>
Urban, K., & Urban, M. (2021). Effects of performance feedback and repeated experience on self-evaluation accuracy in high- and low-performing preschool children. *European Journal of Psychology of Education*, 36, 109-124. <https://doi.org/10.1007/s10212-019-00460-6>

Academic Honours and Awards (2013-2023)

SAIA Scholarship (2023)

Honorable mention for the best publication activity of young scientists of the Slovak Academy of Sciences up to 35 years of age (2022)

Awards of the President of the SAS for promotion or popularisation of research (2021)

EARLI 2021 Jacob's Foundation Scholarship (2021)

Fulbright Scholarship (2020)

The COST E-READ ITC Conference grant (2019)

EARLI 2019 Jacob's Foundation Scholarship (2019)

Postdoctoral position at SAS for outstanding doctoral students (2018)

Research stays (2013-2023)

10/2023 – 04/2024: NC State University, USA

04/2022 – 04/2022: Instytut Psychologii, University of Wroclaw, Poland

01/2021 – 05/2021: NC State University, USA

06/2019 – 06/2019: Aeres Hogeschool Wageningen, Netherlands

10/2015 – 12/2015: Center for Cognition, Learning and Memory at the University of Bern, Switzerland