




## Correction to: Development of Children’s monitoring and control when learning from texts: effects of age and test format

Martina Steiner<sup>1</sup>  · Mariëtte H. van Loon<sup>1</sup> · Natalie S. Bayard<sup>1</sup> · Claudia M. Roebers<sup>1</sup>

Published online: 17 December 2019

© The Author(s) 2019

### Correction to: Metacognition and Learning

<https://doi.org/10.1007/s11409-019-09208-5>

The article “Development of Children’s monitoring and control when learning from texts: effects of age and test format”, written by Martina Steiner, Mariëtte H. van Loon, Natalie S. Bayard and Claudia M. Roebers, was originally published electronically on September 7, 2019 without open access.

With the author(s)’ decision to opt for Open Choice the copyright of the article changed on December 2019 to © The Author(s) 2019 and the article is forthwith distributed under the terms of a Creative Commons Attribution-NonCommercial 4.0 International License (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits any non-commercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made.

The original article has been corrected.

**Open Access** This article is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License, which permits any non-commercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party

---

The online version of the original article can be found at <https://doi.org/10.1007/s11409-019-09208-5>

✉ Martina Steiner  
[martina.steiner@psy.unibe.ch](mailto:martina.steiner@psy.unibe.ch)

<sup>1</sup> Institute of Psychology, Department of Developmental Psychology, University of Bern, Fabrikstrasse 8, 3012 Bern, Switzerland

material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by-nc/4.0/>.

**Publisher's note** Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.