Metacognition in the Middle: Mismatch between Anticipated and Actual Exam Grades of Allied Health Students

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INTRODUCTION

• Metacognition is the ability to regulate one’s own learning and performance¹.
• Improved metacognition enables more accurate self-evaluation of knowledge and performance².
• A lack of metacognitive skill can result in over-estimation of abilities, under-preparation for examinations, and poor academic performance².

RESULTS

• A total of 113 (88%) and 59 (46%) students completed the pre- and post-surveys, respectively, resulting in 52 matched pairs (40%).
• TopHat participation ranged from 67% to 97% of students.

CONCLUSION

• High-performers aimed and scored high and were mostly satisfied whereas low-performers aimed and scored low and were the least satisfied.
• Middle-performers anticipate strong exam performances, but fall short, leaving them less satisfied.
• Middle-performers have the greatest disconnect between their anticipated grade, actual grade, and exam satisfaction.
• This metacognitive disconnect may be related to how students use declarative knowledge to evaluate their understanding.

SIGNIFICANCE

• Metacognitive activities that improve self-evaluation skills should be implemented in anatomy courses to minimize the disconnect between anticipated and actual exam performance.
• Middle-performers would likely benefit the most from these activities.

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REFERENCES

1. Young & Fry. 2008. Metacognitive awareness and academic achievement in college students. JCOLR, 82(1-10).

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