The Role of Metacognition in Student Learning in Higher Education

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Set the stage...

• Describe **certainty** and its roles in metacognitive-based assessment (Phase I).
  • The **degree of belief** that one’s response to an assessment item is correct.

• Describe **confidence** and its roles in metacognitive-based assessment (Phase II).
  • The **degree of belief** in one’s ability to provide a correct response to an assessment item (given some frame of reference for what the item will concern and entail)
Certainty Based Performance Levels

Note the inherent error in correctness-only assessment frameworks
Unconventional remediation: Remediation direction and/or knowledge level that would be misinterpreted by correctness-only assessment.
Confidence + Correctness + Certainty

• The “3C” Methodology

• Alignment of:
  • Pre-assessment reflection of performance ability
    • How confident are you that you can provide a correct response to a question regarding each of the following learning objectives?
    • _______ LO#: <<xyz>>
  • Open assessment; respond to items
  • Post-response reflection of certainty
    • How certain are you that your provided response is correct?