

THE IMPACT OF METACOGNITIVE TRAINING ON PREDICTION ACCURACY AND SUBJECTIVE WELL-BEING

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Background

Complex relationships exist among metacognition, confidence, academic performance and subjective well-being (SWB). Furthermore, both over and under-confidence lead to unrealistic expectations.

Objective

To understand the impact of metacognitive training on prediction accuracy and SWB.

Procedure

Prior to the 6-week programme, participants completed an SWB measure and predicted an assignment completion date and grade. Afterwards, reflections were analysed and categorised, baseline and post-study SWB scores were compared, and predictions compared with actuals.

Results

Metacognition increased and was positively correlated with high SWB. Prediction accuracy was positively associated with high metacognition.

Conclusions

Metacognition facilitates prediction accuracy and is associated with SWB.

Keywords: metacognition, prediction, reflective practice, experimentation

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