

Metacognitive reflection related to student performance and attitudes in Calculus

Theories of metacognition emphasize the importance of self-reflection as a means to improve one's ability to monitor, self-direct and evaluate one's learning processes. (Gama, 2004). Other research (Pierce, 2003) suggests that there is a positive correlation between metacognitive self-assessment and overall course performance. This study is assessing the impact of adding self-reflection to Math 142/152 by measuring how the use of in-class metacognitive reflection affects students' confidence, perceived value of completing non-graded work, use and modification of their learning strategies, and performance on five Graded Reviews (GRs) and the final exam.