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External Factors' Influence on the Objectivity of Metacognitive Monitoring of the Educational Activity of Students

The article summarizes the results of a scientific analysis of the theoretical, experimental and applied researches of metacognitive monitoring as metacognition aspect. The peculiarities of external factors that affect metacognitive monitoring promoting or preventing its objectivity are also characterized. In particular, attention is drawn to the type of information, level of task complexity, its context, amount, and type of a task, conditions of learning and encoding operations applied by a learner.

The research results show that the vast majority of external factors negatively affect the objectivity of metacognitive monitoring. We found that almost regardless of the type of information there are systematic errors in metacognitive monitoring that often lead to the occurrence of the illusion of knowing. It was found that the level of task complexity plays an important role in the accuracy of metacognitive judgments of learning. Overconfidence is generally found to be much more prevalent when the items being judged are difficult, and less so when the tasks are easy.

Moreover, there are other uncertainties that make it difficult for people to make their JOLs properly. There is the relation among interest, self-assessed comprehension, and comprehension performance. Students may be overly confident of their comprehension of interesting texts. The amount of information and its content also influence the degree of confidence in judgments of metacognitive monitoring although usually this influence is indirect. The illusion of knowing is more likely to occur with a short excerpt of text, while the longer

version of the comprehended passage elicits more accurate monitoring. High levels of metacognitive judgments accuracy are possible when there are high acknowledgement in the context being analyzed, text complexity and its strength, type of tasks provided, tasks repetition, summarization and delayed JOLs effect.