RESUMO - REVISÕES INTEGRATIVAS/SISTEMÁTICAS/METANÁLISE

CALIBRATION OF METACOGNITIVE JUDGMENTS IN HEALTH SCIENCES STUDENTS DURING KNOWLEDGE AND MOTOR SKILLS TASKS

Laura Alarcon (lauraalarconh74@gmail.com)

Jorge Norvey Álvarez Ríos (Jorge.alvarez@ucaldas.edu.co)

The study "Calibration of Metacognitive Judgments in Health Sciences Students During Knowledge and Motor Skills Tasks" evaluated how Medicine, Physical therapy, and Physical Education students calibrate their metacognitive judgments when facing knowledge-based and motor skills tasks. A total of 154 students participated, distributed as follows: 68 Medicine students from higher education institutions, 32 Physical therapy students, and 54 students of Physical Education, Recreation, and Sport. All participants signed prior informed consent, ensuring compliance with ethical principles and respect for their autonomy throughout the research process, completing written tests and clinical simulations to demonstrate their skills. The correspondence between self-reported confidence and actual performance was measured, assessing both absolute and relative calibration. Results indicate that metacognitive calibration is more accurate in theoretical tasks, showing a moderate correlation between confidence and performance. However, in motor skills tasks, the correlation was weak, with a predominance of performance overestimation, revealing a significant metacognitive bias. Approximately half of the students overestimated their performance in both types of tasks, with a stronger tendency observed in motor skills. The study concludes that metacognition is more reliable in cognitive contexts than in practical ones and recommends strengthening self-

regulation and metacognitive calibration in the training of health professionals. The metacognitive judgments show a significant correlation with performance in cognitive tasks; that is, as the number of correct answers increases, so does the level of confidence reported by students during task execution. However, this pattern differs in the domain of motor skills, where the correlation between metacognitive judgments and actual performance is weak. This indicates that students' perceptions of their performance in motor tasks do not always align with their objective performance, revealing a possible discrepancy between self-confidence and actual competence in this type of skill. It suggests using clinical simulation as a tool to improve decision-making and reduce confidence biases.

Palavras-chave: simulation; metacognition; skill; judgment.