OBJECTIVE: To assess the metacognitive monitoring of help-seeking behavior
• Students were less likely to ask for help on less familiar material than more familiar material.
• Students were less likely to ask for help if they were overconfident.

Help-seeking behavior is a type of metacognitive monitoring
• Help-seeking is an achievement behavior involving the search for and employment of a strategy to obtain success.1
• Students with better monitoring abilities reviewed material they have previously indicated as unfamiliar.2
• There are very limited data on assessing help-seeking behavior through assessment.

WHAT did we DO?
• Drug-information type questions (open resource)
  • 8 drugs were more familiar; 8 drugs less familiar
• On a scale of 0 to 4, rate your level of confidence on the correctness of the answer provided
• Would you ask your preceptor for help (yes/no)

TERMINOLOGY
OVER-confidence: confidence > performance
UNDER-confidence: performance > confidence
WELL-calibrated: performance ~ confidence
MORE familiar: drugs seen in multiple courses
LESS familiar: drugs used as examples or not discussed in courses

WHAT does this MEAN?
• Students performed better on more familiar material than less familiar material and reported higher confidence on more familiar material than less familiar material. (Figure 2)
• Students were more likely to ask a preceptor for help for more familiar content.
• Students who asked for help were more UNDER-confident. (Figure 1)
• Metacognitive ability may differ by academic ability – better performing students may be better judges (data not shown)

How does this IMPACT TEACHING?
• Students need data to become better judges of their knowledge
  1. Stage: Stage tasks that provoke students to make many mistakes when the stakes are low so they can focus on the learning rather than the grade.
  2. Act: Have students to act immediately on new information
  3. Coach: Provide feedback that is constructive, actionable, and goal-oriented
• Students may need explicit instruction on how to monitor their thinking and when to ask for help

REFERENCES