UNIVERSITY OF AUGSBURG

Talk Announcement for the Psychological Research Colloquium, Winter Semester 2026/27

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Emotional Influences on Metacognition: The Roles of Anxiety and Hope in Monitoring and Learning Performance

Thursday, 28. January 2027, 11:45 – 13:15, Room 2108/D

Abstract: Emotions are an integral part of learning and can affect learners' ability to monitor and regulate their cognitive processes. Understanding the relations between emotions and metacognition is especially relevant given the central role of metacognitive monitoring and control in self-regulated learning. Yet, little is known about how specific emotions influence these processes and thereby affect learning. The present study examined relations between anxiety and hope, metacognitive monitoring, and learning outcomes. A sample of teacher education students completed an online revision course in preparation for a high-stakes state examination which comprised learning and testing phases. During both phases, emotions were repeatedly assessed (anxiety with two items and hope with one item), and during the test participants provided confidence judgments about their answers. Monitoring accuracy was operationalized as absolute monitoring accuracy and confidence bias. Learning outcomes were assessed in a mock examination administered after the completion of the revision course. Preliminary findings (based on *N*=84) revealed a negative relation between anxiety and monitoring accuracy, whereas hope was positively related to monitoring accuracy. Mediation analyses provided some support for the role of monitoring accuracy in the relationship between emotions and learning outcomes, although the pattern of indirect and direct effects differed across learning and testing phases. Contrary to expectations, neither anxiety nor hope was related to confidence bias. Overall, monitoring accuracy may represent an important pathway linking emotional experiences to learning outcomes. The study highlights the importance of considering both positive and negative emotions when seeking to understand and support successful self-regulated learning.

All colleagues, doctoral researchers and students are cordially invited.

Optionally, digital participation is also possible at:
https://uni-augsburg.zoom.us/j/98037502123?pwd=N0NPYmVLNmhKRDlCSXlSbGZiclhaZz09