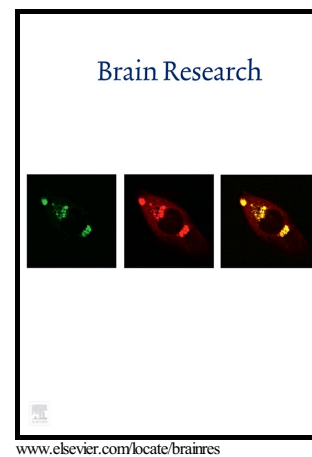


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Abstract

Metacognitive assessment of performance has been revealed to be one of the most powerful predictors of human learning success and academic achievement. Yet, little is known about the functional nature of cognitive processes supporting judgments of learning (JOLs). The present study

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