

*Topic in Action 1*  
**Metacognition**  
Part 2 of 4

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## Evaluating the self

## Metacognition and the self: Two examples

Thinking about our **present self****Self-discrepancy theory**Thinking about our **future self****Affective forecasting**

Scholer &amp; Higgins (2011), Wilson &amp; Gilbert (2003)

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## Self-discrepancy theory (1)

Self-discrepancy theory

The ways in which we think about  
our self-concept

Who we think we

**ARE**

Actual self

**OUGHT TO BE**Who we should be  
(duties and obligations)**WANT TO BE**

Ideal self

Scholer &amp; Higgins (2011)

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## Self-discrepancy

Why distinguish between, actual, ought and ideal self?

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Discrepancies influence what we feel and do

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For example:

**Actual vs. Ought-self discrepancy:**

- agitation
- frustration

**Actual self vs. Ideal-self discrepancy**

- sad and dejected
- disappointed

Scholer & Higgins (2011)

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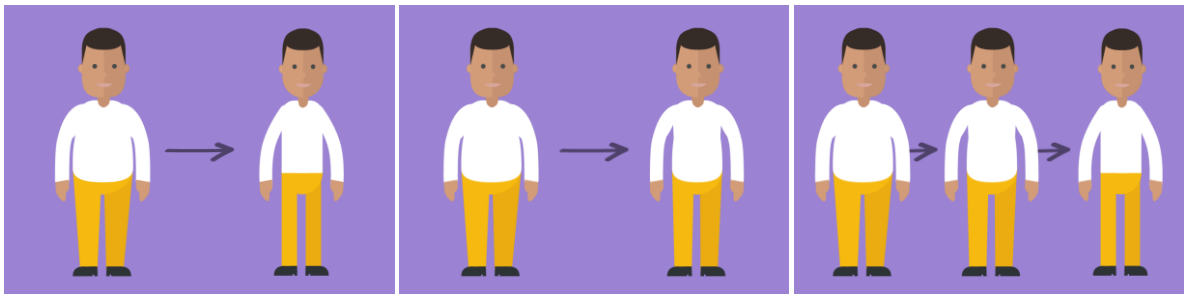
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## Self-discrepancy theory (2)

These discrepancies serve a motivational function

Foundation of self-regulation



Scholer & Higgins (2011)

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## Affective Forecasting (1)

Metacognitive process: Affective forecasting

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Predicting how our feelings will change over time



Wilson &amp; Gilbert (2003)

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## Affective Forecasting (2)

People's predictions are not accurate



Prediction mistakes

Durability bias



Overestimation of duration

Intensity bias



Overestimation of intensity

Wilson &amp; Gilbert (2003)

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Affective Forecasting (*Wilson & Gilbert, 2003*)

Why do people make these metacognitive mistakes?

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Variety of reasons

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Hedonic adaptation

Immune neglect

Focalism

Wilson & Gilbert (2003)