

Abstract

Online education was the answer found that allows a large number of people to obtain their studies. The success for a large part of these students, is related to their ability to **self-regulate** their learning and their metacognitive capacity. **Metacognition** is the knowledge about the learning process itself. It is understanding how to learn over a period of time, what strategies to use. It is, therefore, the ability to find, evaluate and use information. These too can be changed over time in order to give a more appropriate response to the learning situation and, thus, ensure a better knowledge of the situations. **Metacognitive resources** can be developed, improved, adequate and to do that strategies are used to **promote** this development. There are ways to help develop this **metacognitive ability**. Among these techniques are the **Exams Wrappers**. This type of intervention can help **improve** students' metacognition. A **wrapper exam** is a way for students to reflect, in a structured way, on their assessment test and understand the result of their performance

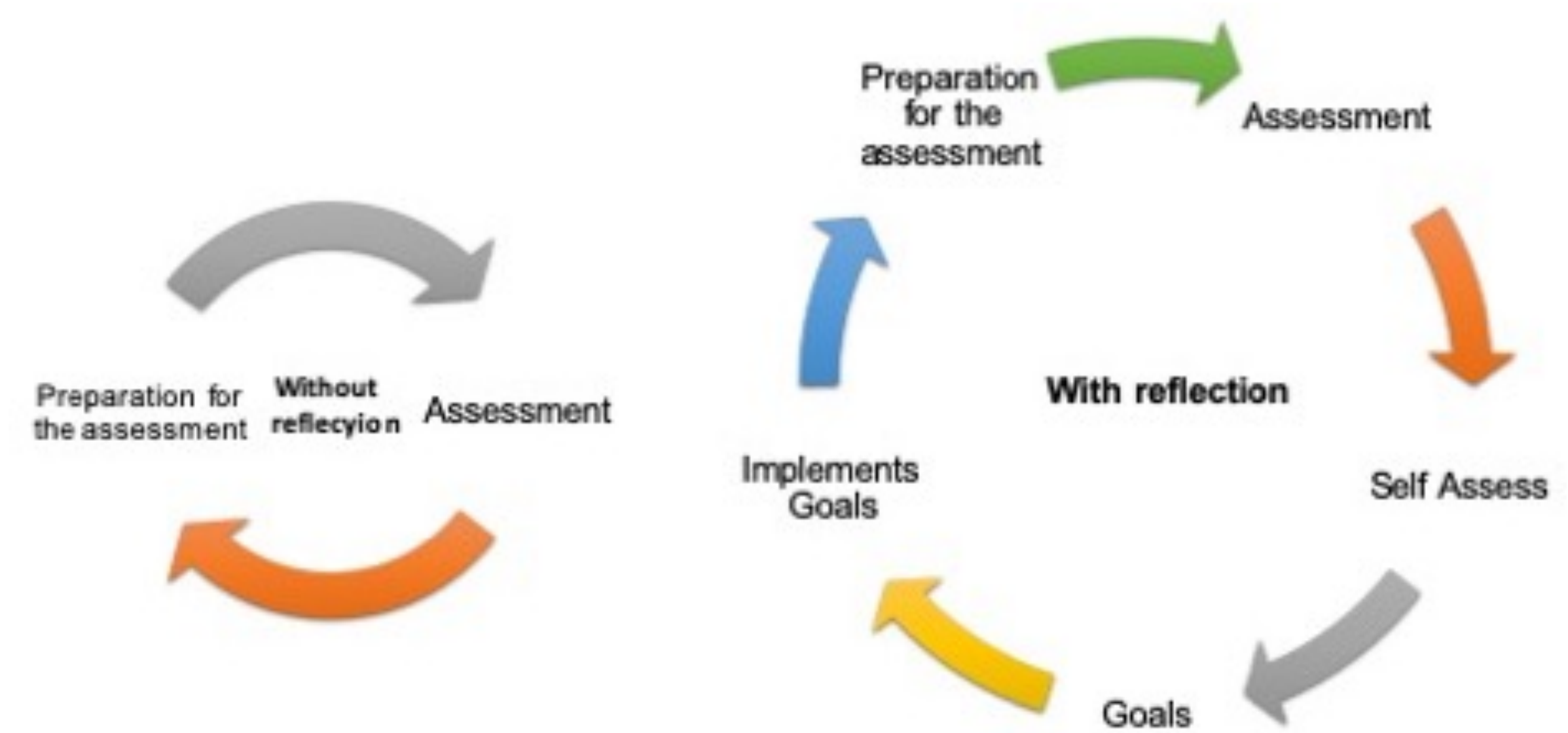
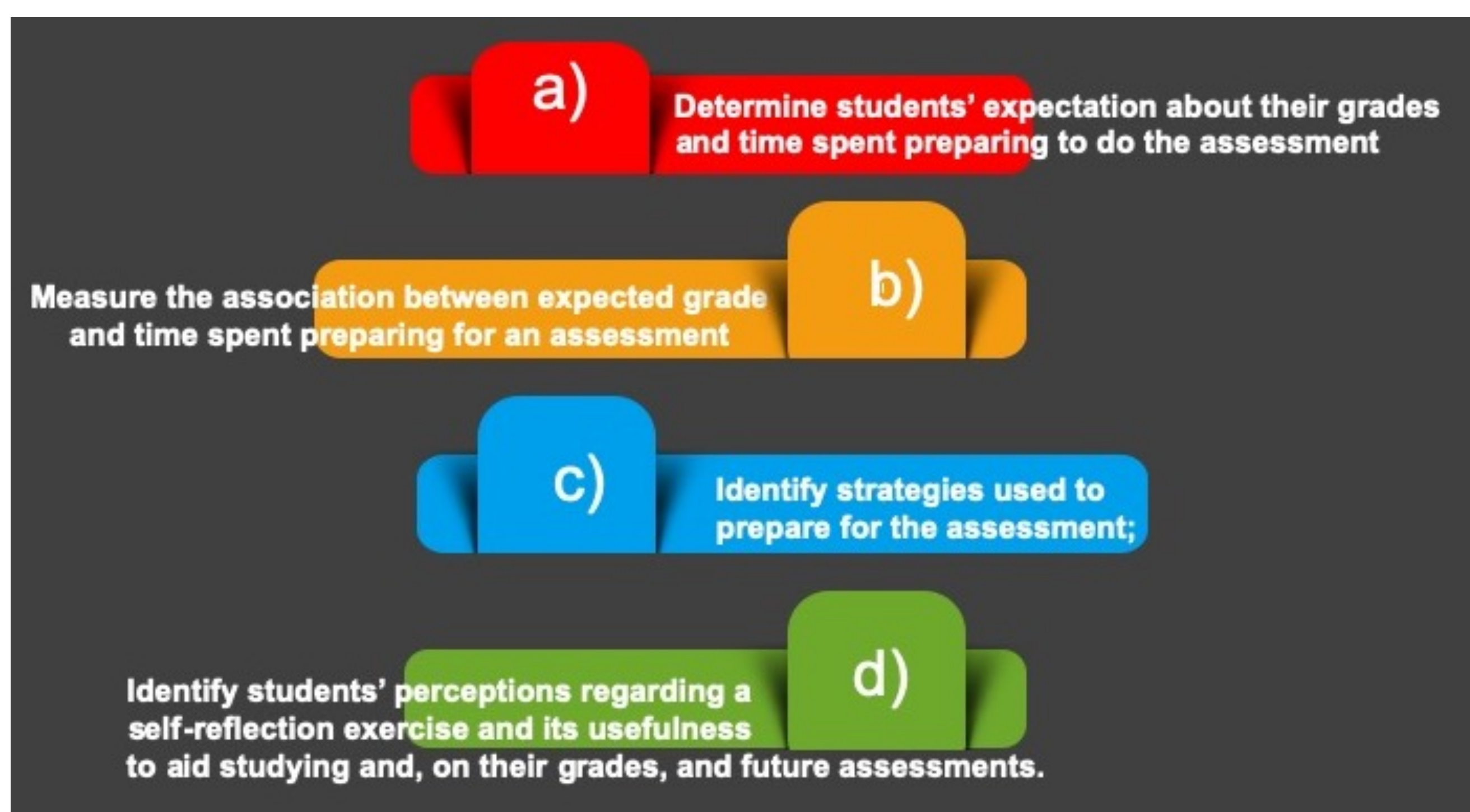


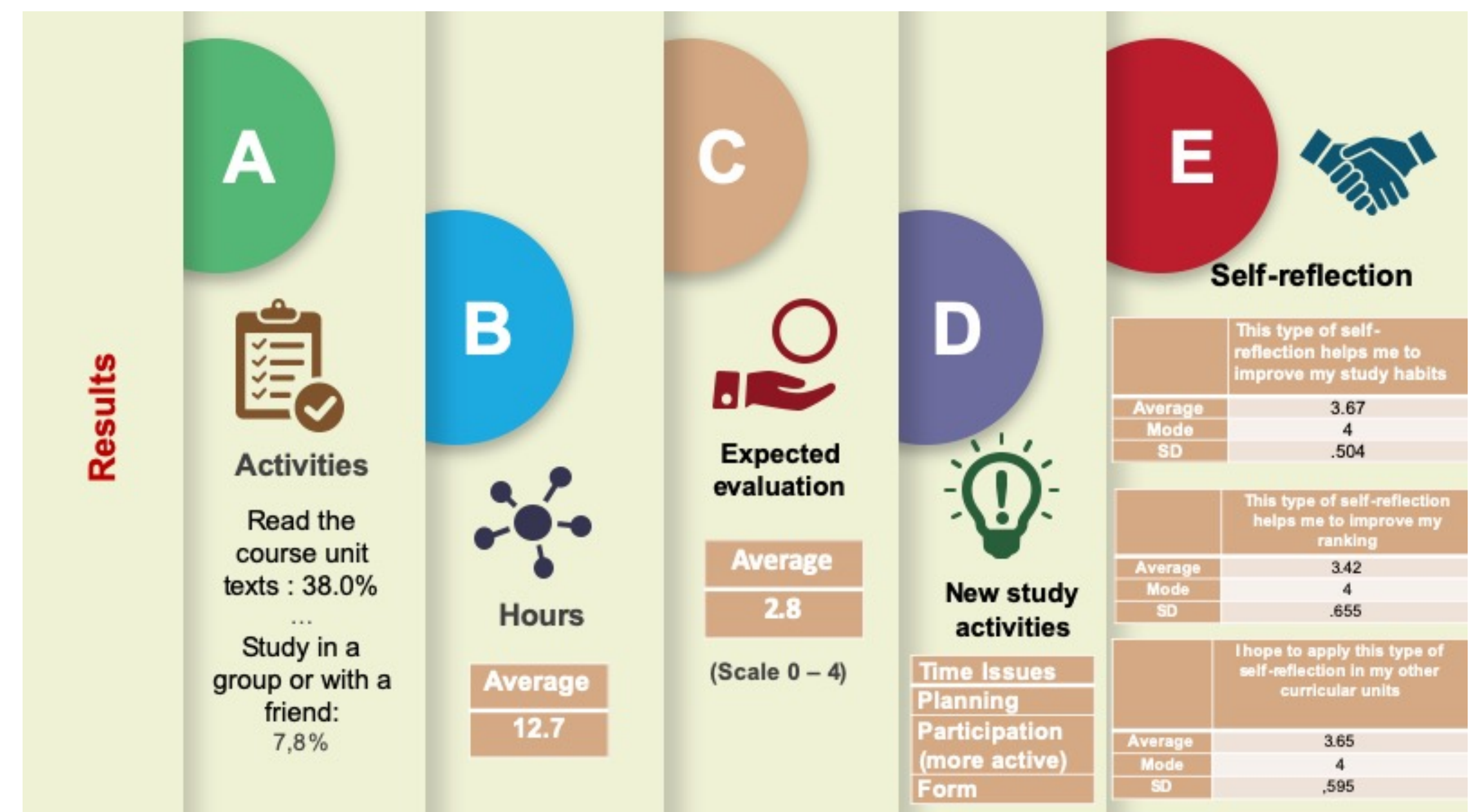
Fig. 1. Differences between the study with and without reflection

Keywords: Online learning, adult students, Learning self-regulation, metacognition

Objective



Sample



Conclusion

This self-knowledge, this metacognitive knowledge is a key element in ensuring success. In this sense, it is important to use strategies that help students to promote their metacognition. Our study, just as an intervention, points to a recognition of the importance of such an analysis, as well as its extension to other curricular units. As a future suggestion, we think it is pertinent to use the wrapper exam at all times of assessment, as well as to explore with students their answers, in particular, those related to their study strategies