

their ability of self-assessment has improved over time. Further research could also check the connection between the Dunning-Kruger effect on students' perceptions and students' knowledge about a certain subject. Additionally, differences between students' perceptions of their knowledge and their performance in the mathematics classroom or in seminars could be investigated. We think that this approach could lead to important insights which could help both students and teachers.

We would like to point out that even though self-assessment is highly rated as a competence, it is not clear how to develop it. Both teachers and students will need training before they can engage with self-assessment as a competence.

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