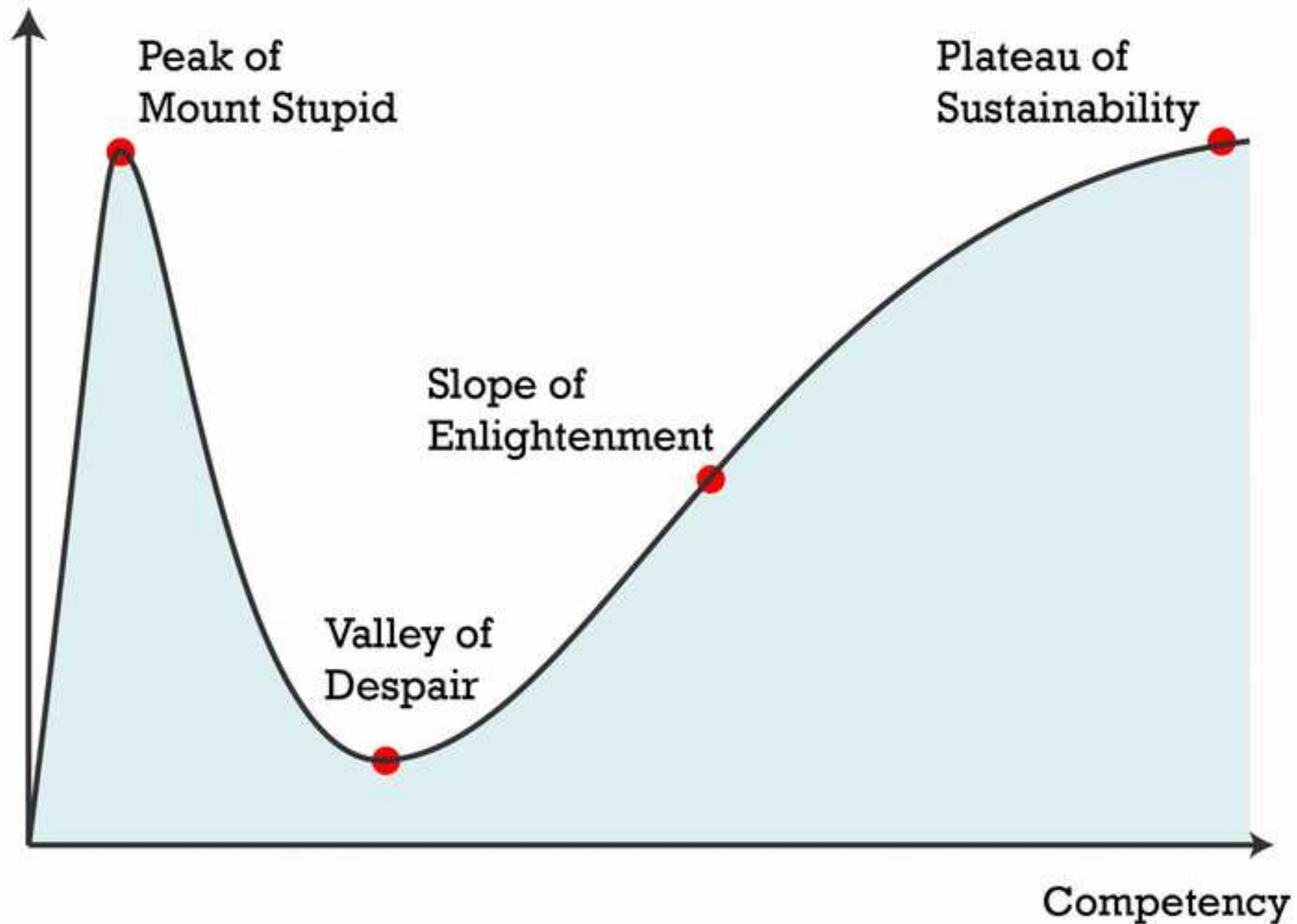


# The Dunning-Kruger Effect

“Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments”

Kruger & Dunning, *Journal of Personality and Social Psychology*, 1999

Confidence



Plateau of Sustainability

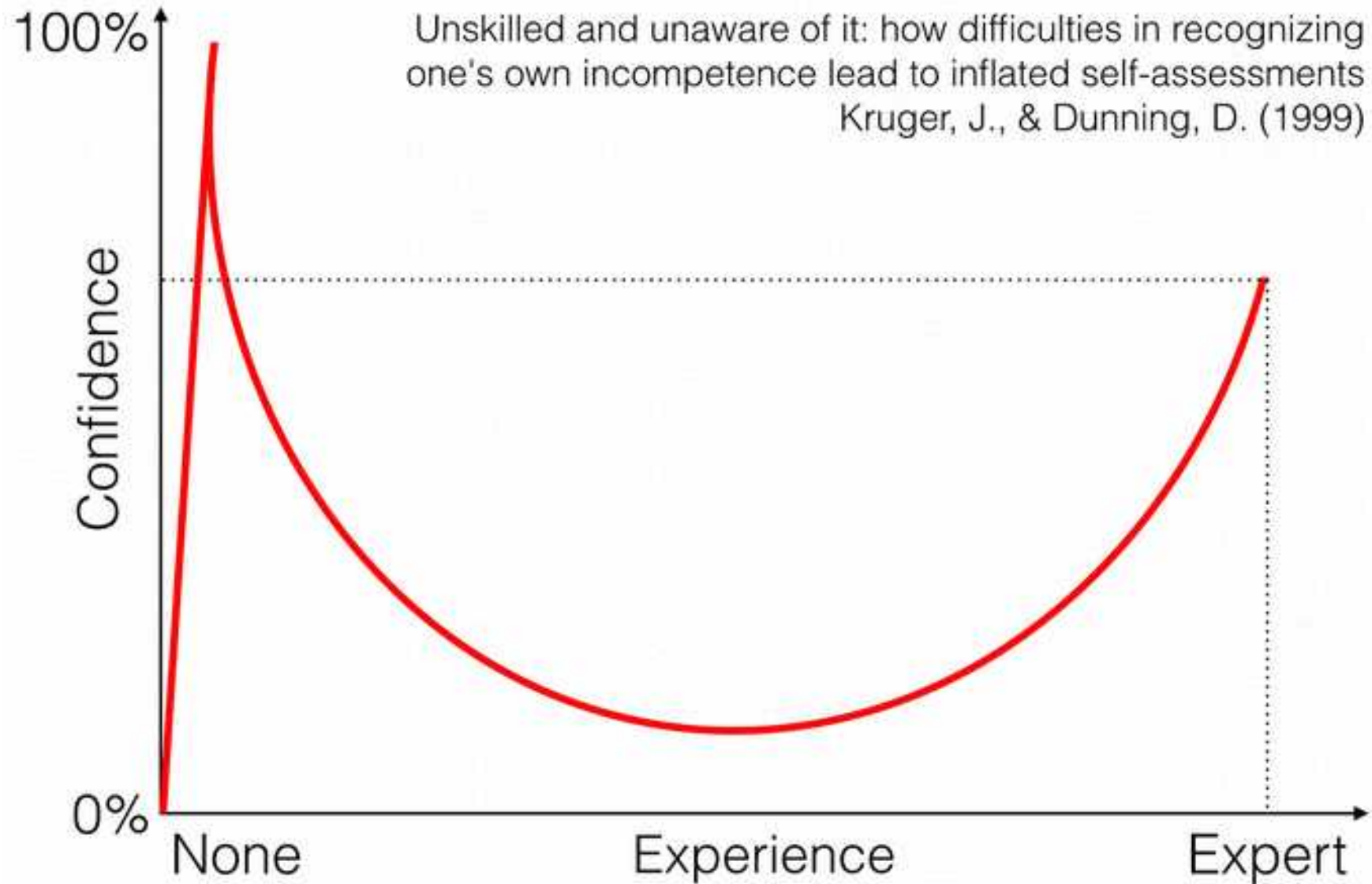
Peak of Mount Stupid

Slope of Enlightenment

Valley of Despair

Competency

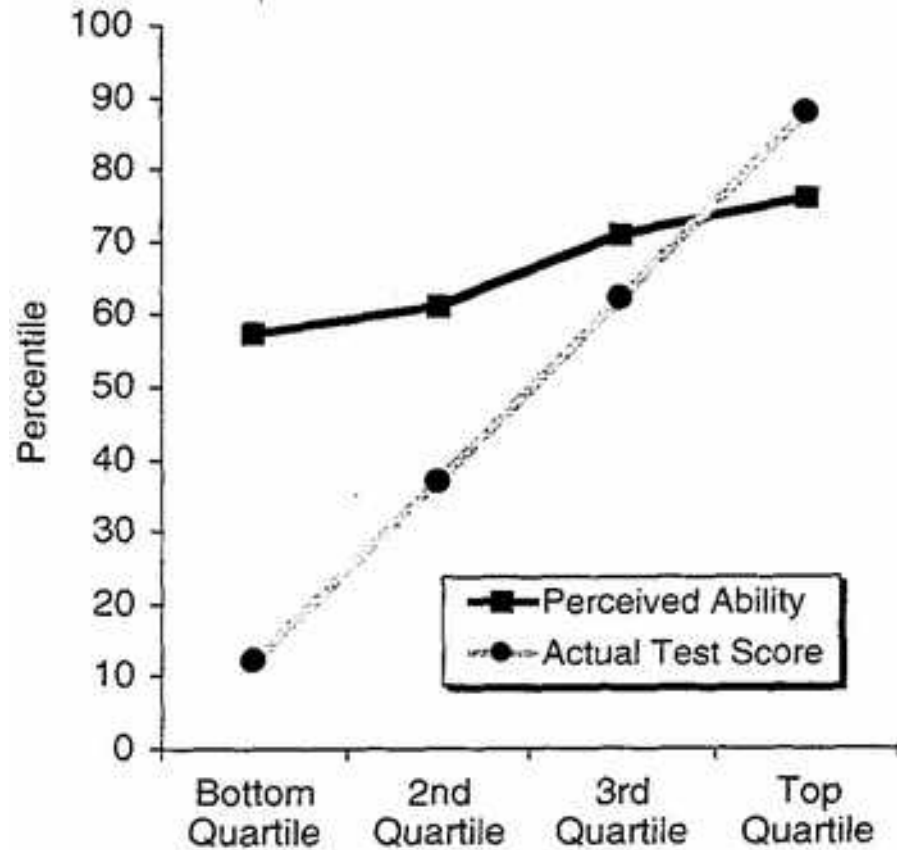
# Dunning-Kruger Effect



And... No, this is not what they said.

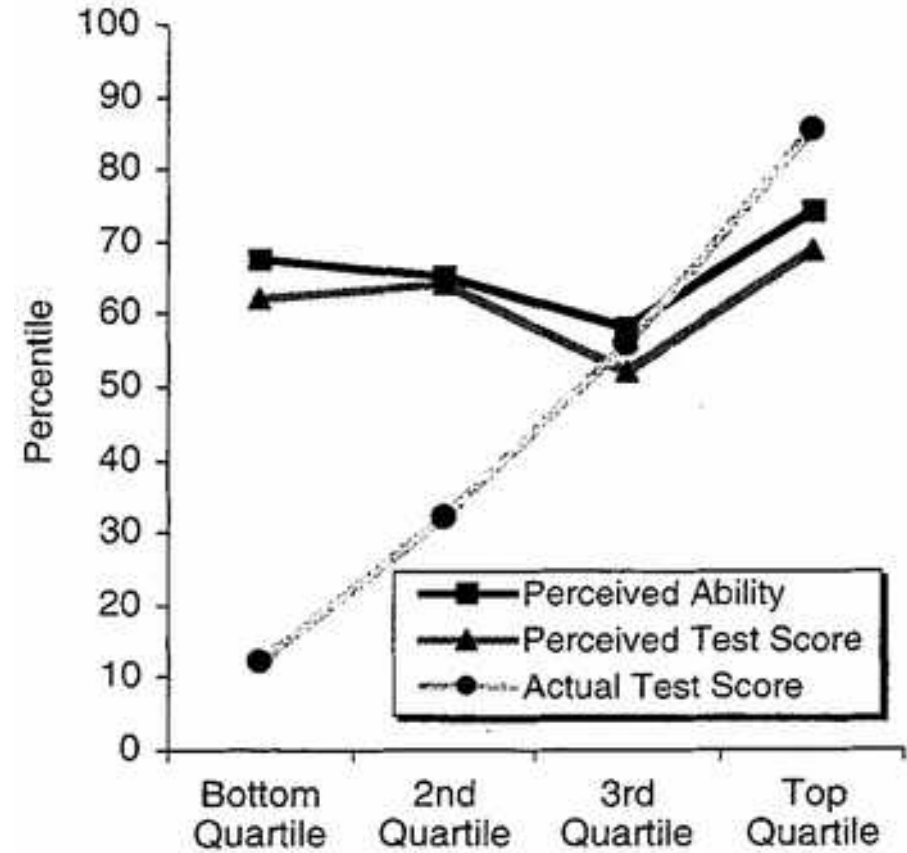
Not exactly.

## Study 1



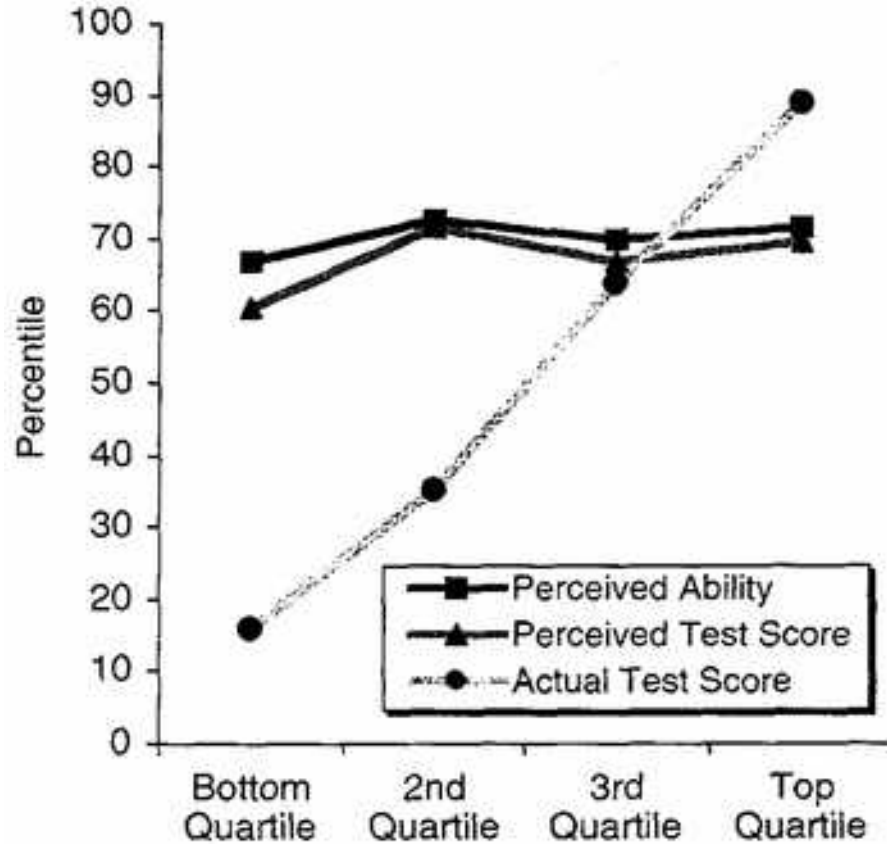
*Perceived ability to **recognize humor** as a function of actual test performance*

## Study 2



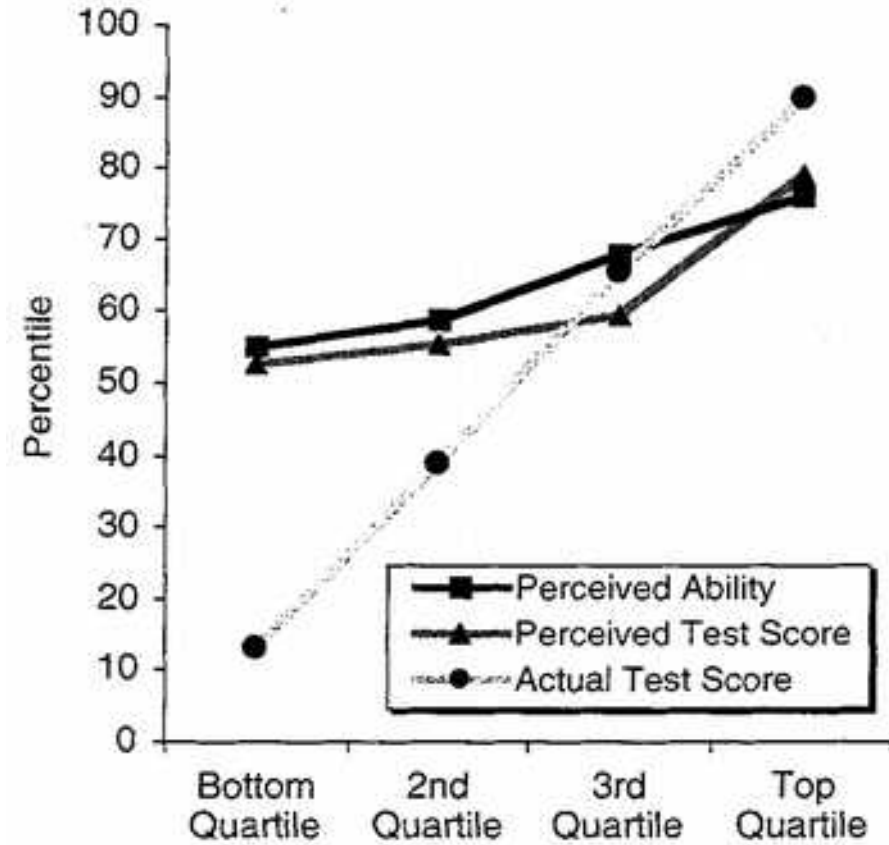
*Perceived **logical reasoning** ability and test performance as a function of actual test performance*

### Study 3



Perceived **grammar** ability and test performance as a function of actual test performance

### Study 4



Perceived **logical reasoning** ability and test performance as a function of actual test performance (second test, previous to a training session...)

## Impact of training

**Table 2**  
*Self-Ratings in Percentile Terms of Ability and Performance for Trained and Untrained Participants (Study 4)*

Rating	Untrained				Trained			
	Bottom ( <i>n</i> = 18)	Second ( <i>n</i> = 15)	Third ( <i>n</i> = 22)	Top ( <i>n</i> = 15)	Bottom ( <i>n</i> = 19)	Second ( <i>n</i> = 20)	Third ( <i>n</i> = 18)	Top ( <i>n</i> = 13)
Self-ratings of percentile ability								
Before	55.0	58.5	67.2	78.3	54.7	59.3	68.6	73.4
After	55.8	56.3	68.1	81.9	44.3	52.3	68.6	81.4
Difference	0.8	-2.1	0.9	3.6	-10.4*	-7.0*	0.1	8.0
Actual	11.9	32.2	62.9	90.0	14.5	41.0	69.1	90.0
Self-ratings of percentile test performance								
Before	55.2	57.9	57.5	83.1	50.5	53.4	61.9	74.8
After	54.3	58.8	59.8	84.3	31.9	46.8	69.7	86.8
Difference	-0.8	0.9	2.3	1.3	-18.6***	-6.6*	7.8	12.1*
Actual	11.9	32.2	62.9	90.0	14.5	41.0	69.1	90.0
Self-ratings of raw test performance								
Before	5.8	5.4	6.9	9.3	5.3	5.4	7.0	8.5
After	6.3	6.1	7.5	9.6	1.0	4.1	8.2	9.9
Difference	0.6*	0.7	0.6*	0.3	-4.3***	-1.4**	1.2**	1.5*
Actual	0.2	2.7	6.7	10.0	0.4	3.3	7.9	10.0

*Note.* "Bottom," "Second," "Third," and "Top" refer to quartiles on the grading task.  
 \**p* < .05. \*\**p* < .01. \*\*\**p* < .001.

“ ”

*We propose that those with limited knowledge in a domain suffer a dual burden: Not only do they reach mistaken conclusions and make regrettable errors, but their incompetence robs them of the ability to realize it.*

“ ”

“ ”

*Thus, the miscalibration of the incompetent stems from an error about the self, whereas the miscalibration of the highly competent stems from an error about others.*

“ ”

***But be careful, these conclusions are not as simple as it seems...***