Abstract
This study relates the metacognitive functioning of university students when writing analytical reviews, and at the same time, the quality expressed in their levels of integration of the text. 33 Psychology students read and outlined research reports and theoretical articles in the study. The activity of the students was recorded on video during the process of reading and writing. Their performances are described in levels of planning and monitoring-control, from non-regulated levels to a high degree of self-regulation. A positive and meaningful statistical correlation was found between the results of planning and monitoring-control between the texts, which indicates that the metacognitive functioning of the students is similar during the process of writing in both types of texts.

Keywords
metacognition, writing, planing, monitoring-control, learning processes, educational interaction process, universities and colleges-alumni